ERIC Document Resume	**See Instruction Sheet**	**DATE OF RESUME**	**DATE RECEIVED**

A. PUBLICATION DATA

1. ED001605

2. ORIGINATOR CONTROL NO(S).
N.A.

3. IDENTIFICATION NO.
N.A.

4. AUTHOR(S):
San Francisco Unified School District

5. TITLE OF DOCUMENT ABSTRACTED:
Practices in Developmental Reading

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
San Francisco Unified
School District
135 Van Hess Avenue
San Francisco, Cal.
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
San Francisco Unified School District
135 Van Hess Ave., San Francisco, Cal.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	.5/65	180

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
curriculum guide

16. INDEXING TERMS (6-12)
developmental reading San Francisco Unified School District, San Francisco,
secondary schools reading curriculum Cal.
teaching techniques vocabulary skills phonetic skills reading materials

17. ABSTRACT (MAX. 250 WORDS)

Reading development is necessary at all levels of the student's education whether he is achieving beyond, behind, or at grade level. The vocabulary skill exercises described in this guide are held to have been especially effective in the classroom. The teacher is expected to adapt exercises suited to the needs of a particular class; it should be understood that the exercises are presented as guides to vocabulary skill-building rather than as a complete program.

The exercises are in the following areas: using phonetic skills, analyzing the structure of words, recognizing similarities and differences in word forms, interpreting meaning from context, developing an extensive and accurate vocabulary, and using the dictionary effectively.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OR PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

3

ERIC Form 1

Lab

ED0001605

PRACTICES IN DEVELOPMENTAL READING

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

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SAN FRANCISCO UNIFIED SCHOOL DISTRICT

PRACTICES IN DEVELOPMENTAL READING

Harold Spears

Superintendent of Schools

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1964

FOREWORD

This set of suggested practices in developmental reading instruction is published at the request of high school teachers who are working to help their students read better. Superintendent of Schools Harold Spears has summarized the responsibility of the secondary school in the area of reading improvement in these words:

> Attention to reading in the secondary school does not imply that instruction in the earlier grades has been lacking. Rather, it recognizes the need that all students have to develop their skills to meet the increased reading load they find as they advance from grade to grade. This need to improve progressively in reading does not end with high school, but remains with students as they go on to college. Colleges recognize this fact and they, too, offer special help in reading to students.

As part of her work in the School-Community Improvement Program during 1962-1963, Miss Mary K. Abbott conferred, individually and in groups, with high school English department heads and teachers. In these conferences the desire for a publication such as this one was expressed repeatedly. Accordingly Miss Abbott invited teachers in all schools to submit accounts of practices that they had found effective; in particular she drew upon the work of Miss Jane Hastings and Miss Patricia Howse, also of the School-Community Improvement Program, and on her own experience in that program.

As a guide to the organization of developmental reading practices, a district-wide committee of teachers agreed upon a list of the reading skills that should receive major attention in the senior high school. This list appears on the page following this foreword. The present edition of the booklet contains practices under the first section of the list only, "Vocabulary Skills." It is hoped that future editions may include practices that apply to other sections as well. Members of the Developmental Reading Committee are:

Mary K. Abbott, George Washington High School, Chairman

James Duggins, Mission High School

John Edmond, Balboa High School

Jane Hastings, Galileo High School

Patricia Howse, Polytechnic High School

Betty Merkle, Abraham Lincoln High School

Albert Nuti, Woodrow Wilson High School

Theodore Snyderman, Samuel Gompers High School

READING SKILLS EMPHASIZED IN SENIOR HIGH SCHOOL

I. Vocabulary Skills

  A. Using Phonetic Skills

  B. Analyzing the Structure of Words

  C. Recognizing Similarities and Differences in Word Form

  D. Interpreting Meaning from Context

  E. Developing an Extensive and Accurate Vocabulary

  F. Using the Dictionary Effectively and Habitually

II. Comprehension Skills

  A. Finding and Understanding the Main Idea

  B. Identifying Details and Realizing Their Fuction in Supporting a Main Idea

  C. Drawing Accurate and Logical Conclusions

  D. Discovering Relationships Among the Parts of a Lengthy Reading Selection

  E. Adjusting Reading Rate to the Difficulty Level of the Material, the Familiarity of the Reader with the Material, and the Purpose for Which the Material is Read

III. Study Skills

  A. Using an Organized Reading Pattern for Efficient Study

  B. Employing the Reading Aids in the Text for Previewing and for Increased Understanding of the Text Material

  C. Realizing that Each Content Areas has Unique Reading Situations Which Call for the Selection of Particular Reading Skills

  D. Interpreting the Particular Reading Tools of Each Subject (e.g., Graphs, Tables, Diagrams, Maps, and Charts)

  E. Using Library Materials Effectively

  F. Reviewing for Tests Systematically and Thoughtfully

A NOTE TO THE TEACHER

The practices described here have been chosen because of their effectiveness in the classroom. It is to be expected that each teacher will adapt an exercise to suit the needs of a particular class, and it is also understood that these exercises are presented as guides, rather than as a complete and total vocabulary skill building program. A section showing where to find similar practices in the textbooks commonly used in the San Francisco Unified School District is included in this supplement, and a list of teacher references is provided as well.

There is no substitute for that marvelous, unique experience -- reading. One reads alone, and in so doing one calls upon the inner resources of the self. No other medium offers the very special delights and rewards of print. When we read, we can reflect, explore, reread, listen with the mind to undertones, overtones and implications. We can ourselves pace both the rate and intensity of what we absorb -- for the reader is not compelled to surrender to another's tempo. To read is to contend with ideas, insights, inspiration. Words, now and forever, possess a power and beauty and majesty to which the human being brings a special sense of expectation, gratitude and pride.

--- Leo Rosten, in Reader's Digest, February, 1963, p. 146.

PRACTICES IN DEVELOPMENTAL READING

Table of Contents

Foreword iii

Reading Skills Emphasized in Senior High School iv

A Note to the Teacher v

I. Vocabulary Skills

An Introduction to the Study of Words 1

A. Using Phonetic Skills 3
- 1. Group Work in Phonics 5
- 2. Introduction to Consonants 7
- 3. Consonants and Consonant Blends 9
- 4. Consonants That Begin or End Words 11
- 5. Saying and Hearing Consonants 13
- 6. Vowel Sounds 15
- 7. Rules Governing Vowel Sounds 17
- 8. The Final "e" in One-Syllable Words 19
- 9. Marking Vowel Sounds 21
- 10. Pronouncing Sounds 23
- 11. Phonetic Discrimination 25
- 12. Matching Letters to Vowel Sounds 27
- 13. Initial Blends and Digraphs 29
- 14. Sounding Whole Words 31
- 15. Practice With the Tachistoscope 33
- 16. Dividing Words into Syllables 35
- 17. Rules on Dividing Words into Syllables 37
- 18. Analyzing Compound Words 39
- 19. Dividing Words into Syllables 41
- 20. Placing the Accent 43

B. Analyzing the Structure of Words 45
- 1. Prefixes, Roots, Suffixes 47
- 2. Basic Words in Affixed Forms 49
- 3. Fifteen Important Prefixes 51
- 4. Analyzing Fourteen Master Words 53

PRACTICES IN DEVELOPMENTAL READING

Table of Contents
(Continued)

I. Vocabulary Skills (continued)

B. Analyzing the Structure of Words (continued)

5. Making Word Wheels 55
6. Analyzing Unfamiliar Words 57
7. Prefixes and Suffixes 59
8. Practice With the Tachistoscope 61
9. Recognizing Word Forms 63

C. Recognizing Similarities and Differences in Word Forms 65
1. A Spelling Mastery Technique 67
2. Distinguishing Word Forms 69
3. Discrimination Among Similar Word Forms 71
4. Words that Sound Alike 73
5. Distinguishing Between Homonyms 75

D. Interpreting Meaning from Context 77
1. Learning Difficult Words 79
2. Using Words in Sentences 81
3. Discovering Meaning from Context 83
4. Sentences with Unfamiliar Words 85
5. Using Other Words to Give the Same Meaning 87
6. Practice in Deriving Meaning from Context 89

E. Developing an Extensive and Accurate Vocabulary 91
1. Practices in Vocabulary Development 93
2. Tools for Vocabulary Building 95
3. Words with Several Meanings 97
4. Finding Synonyms 99
5. Differences in Meanings of Synonyms 101
6. Understanding the Connotative Value of Words 103
7. Antics with Semantics 105
8. Vocabulary Boners 107
9. Vocabulary Tests 109

PRACTICES IN DEVELOPMENTAL READING

Table of Contents
(Continued)

I. Vocabulary Skills (continued)

E. Developing an Extensive and Accurate Vocabulary (continued)

10. An Article on Vocabulary Improvement 121
11. Filmstrips to Aid Vocabulary Growth 125

F. Using the Dictionary Effectively and Habitually 127
1. Basic Use of the Dictionary 129
2. Using the Pronunciation Key in the Dictionary 131
3. Using the Dictionary 133
4. Abbreviations 135
5. Words With the Same Suffix 137
6. Words Borrowed from Other Countries 139
7. Foreign Words We Use Often 141
8. Applying Vocabulary Skills 143

SUPPLEMENT 145

The Teaching of Vocabulary Skills 147
Current Practices in the Teaching of Phonics 149
Reference Lists for Phonics Instruction
Consonants 159
Consonant Blends 160
"A" Sounds and Words 161
"E" Sounds and Words 162
"I" Sounds and Words 163
"O" Sounds and Words 164
"U" Sounds and Words 165
"Y" Sounds and Words; Words with Vowel Digraphs 166
Special Vowel Sounds 167
"Ch"; A Spelling Rule: Homonyms; Regular Irregularities 168
Common Words with Unusual Spellings; Dividing Words into Syllables; A Test 169

PRACTICES IN DEVELOPMENTAL READING

Table of Contents
(Continued)

Instruction in Word Study in the Senior High School 170

Helping Students Analyze the Structure of Words 171

Stages of Progress in Analyzing the Structure of Words 173

A Guide to Vocabulary Materials in Commonly Used Textbooks 175

Bibliography for Teacher Reference on Vocabulary Skills 179

Other San Francisco Unified School District Publications on Reading Instruction 181

An Introduction to the Study of Words

Reading status of class: all grade levels

Materials used: teacher questions

Procedure. The following questions may be used by the teacher to introduce a study of words and to motivate interest in vocabulary. They should not all be thrown at the student at once; but used singly or in small groups, they provide stimulus to thinking about the values of vocabulary skills.

1. How much thinking can you do without words?
2. What are several words in each of your subjects which you must master if you are going to learn the subject?
3. What can you tell about a person from hearing him talk?
4. If Abraham Lincoln should return to Springfield, what difficulties would he have in reading the daily paper?
5. How do writers of fiction use conversation to tell us about the characters in a book?
6. When you hear a speaker use a word which you do not know, what do you do?
7. If you find an unfamiliar word when you are reading, what do you do?
8. Do you use a dictionary at times other than when you are preparing a lesson?
9. Are you interested in words? If so, how did this interest begin?
10. Does the dictionary prescribe or describe?

A. Using Phonetic Skills

Practice	Page
1. Group Work in Phonics	5
2. Introduction to Consonants	7
3. Consonants and Consonant Blends	9
4. Consonants That Begin or End Words	11
5. Saying and Hearing Consonants	13
6. Vowel Sounds	15
7. Rules Governing Vowel Sounds	17
8. The Final "e" in One-Syllable Words	19
9. Marking Vowel Sounds	21
10. Pronouncing Sounds	23
11. Phonetic Discrimination	25
12. Matching Letters to Vowel Sounds	27
13. Initial Blends and Digraphs	29
14. Sounding Whole Words	31
15. Practice With the Tachistoscope	33
16. Dividing Words into Syllables	35
17. Rules on Dividing Words into Syllables	37
18. Analyzing Compound Words	39
19. Dividing Words into Syllables	41
20. Placing the Accent	43

1. Group Work in Phonics

Reading status of class: below grade level

Materials used: list of words prepared by teacher

Procedure. These steps constitute a method by which older students may be taught phonics skills in a group. Care should be exercised to keep the lesson on an adult basis in approach; often these skills may be more palatable if they are offered as bait for better spelling.

1. Teacher provides accurate sensory experience.
    a. Teacher shows how sound is formed: distinctive placement of tongue, lips, etc. for certain consonant sound
    b. Teacher asks student to remember how different consonants are sounded (if others have been taught)
    c. Teacher asks questions to re-inforce sound: Give me the name of an animal whose name begins like the beginning sound of "boat."
2. Students examine pattern and collect words that have the pattern sound.
3. Students and teacher generalize pattern: (this) letter makes (this) sound.

Additional comments:

This practice may be used with the more difficult phonetic patterns of vowel digraphs and the long vowel sound controlled by the final "e" also.

2. Introduction to Consonants

Reading status of class: below grade level

Materials used: words selected to illustrate consonant sounds

Procedure. The letter is pronounced very distinctly by the teacher, who also gives the description of the sound:

		AS IN
B	The baby says it	boy
D	The dove says it	dog
F	The cat says it when she is angry	fish
H	The dog says it when he is panting	hat
J	You say it low in the throat	jug
K	Its mouth is open like yours when you cough	kite
L	Roll the tip of your tongue up behind your upper front teeth	letter
M	The cow says it way off in the pasture	man
N	The baby calf answers its mother	nice
P	The train says it when it is resting at the station	pen
Q	Say it fast	quick
R	The dog says it when he growls	rat
S	The goose hisses when she is angry	see
T	The clock says it when it ticks	top
V	Put your upper teeth on your lower lip to say it	vine

3. Consonants and Consonant Blends

Reading status of class: below grade level

Materials used: word list on chalkboard

Procedure. This exercise is suitable for students who are unsure of how the consonants sound; this table is also a ready reference of words which clearly use given consonant sounds.

To the class: To make sure that you know the sounds of each consonant, try to find its sound in the pronunciation of a word which contains it. For example, say the word "boy" slowly, trying to hear the sound which the "b" makes at the beginning of the word. Be careful not to change the sound of the letter by adding UH to it.

boy
cat
cent
dog
fat
gone
ginger

hat
jump
kite
let
man
nap
pig

quick
ran
sun
top
very
wish
box
zip

child
chorus
thin
the
what
ship
phone
rough
knew
gnaw

For the consonants and blends which have two sounds, list as many words as you can think of in which:

th has the same sound as in "thin"
th has the same sound as in "the"
ch has the same sound as in "chart"
ch has the same sound as in "Christmas"
c has the same sound as in "cake"
c has the same sound as in "cycle"
g has the same sound as in "gentle"
g has the same sound as in "get"

What pattern can you see in the way the sounds differ?

4. Consonants that Begin or End Words

Reading status of class: below grade level

Materials used: word list on chalkboard

Procedure. To the class: Many words begin and end with consonants. We are going to do an exercise with some of the consonants that begin or end words. We are going to do this so that we can become familiar with the sound of the consonants and in this way learn to use them more easily.

What letter does top start with? (The word should be on the blackboard.) Yes, t. Say the word top. Listen to the sound of the t. Can you think of words which end with this sound? Yes, there are words like not, cat, shot.

On your sheet of paper, number lines 1-10. Draw a line through the middle of the paper. Put at the top of one half List 1 and at the top of the other half List 2. On the blackboard are letters which can be used to both start and end words. In List 1, you will put three words which begin with that letter; in List 2, you will put three words which end with that letter. Be sure you say the word and listen for the sound of the letter as you write the word. In List 2, you will put the words which end with the consonant. Listen when you write them. You may use your text to help you think of words if you need it.

Letters: d, k, f, l, m, n, p, s, b, t.

The next day, the teacher may dictate a list of about fifteen words which either begin or end with these consonants. The students should be able to place the words accurately in the lists.

5. Saying and Hearing Consonants

Reading status of class: all grade levels

Materials used: list of tongue-twisters

Procedure. These tongue-twisters may be used for fun and for reinforcement of listening-speaking-reading patterns. The first time each is said, it should be said slowly enough so that the student can hear the first sound in each word that begins with a consonant or consonant combination.

1. Betty Balta bought a bit of better butter to make her batter.
2. Now if Peter Piper picked a peck of pickled peppers, where is the peck of pickled peppers Peter Piper picked?
3. 'Round and 'round the rugged rock the ragged rascal ran.
4. A big blue bug bit a big black bear.
5. How much wood could the woodchuck chuck, if the woodchuck could chuck wood? The woodchuck would chuck all the wood he could chuck if the woodchuck could chuck wood.
6. Fine white wine vinegar with veal.
7. She sells seashells at the seashore; the shells she sells are seashells.
8. What whim led White Whitney to whittle, whistle, whisper and whimper near the wharf where a floundering whale might whirl?
9. Theodore Thistle, the successful thistle sifter, in sifting a sieve full of unsifted thistles, thrust three thousand thistles through the thick of his thumb; see that thou, in sifting a sieve full of unsifted thistles, thrust not three thousand thistles through the thick of thy thumb. Success to the successful thistle sifter.

6. Vowel Sounds

Reading status of class: below grade level

Materials used: word list on chalkboard

Procedure. These words illustrate the different vowel sounds. They may be used as examples for sound or as beginnings from which the class may list other words with the sound. Care should be taken that the teacher pronounces these words carefully and clearly and then checks by having the students pronounce them.

Sound	Word	Sound	Word
ā	late	ō	hope
ă	bat	ŏ	hot
ä	calm	ô	loft
ē	we	o͞o	mood
ĕ	wet	o͝o	good
ī	dime	ū	use
ĭ	dim	ŭ	run

ə (schwa) represents a vowel letter in an unaccented syllable:

a in about
e in taken
i in pencil
o in lemon
u in circus

7. Rules Governing Vowel Sounds

Reading status of class: at grade level and below

Materials used: word list on chalkboard

Procedure. These are some of the phonetic generalizations that govern the pronunciation of vowel sounds. Care should be taken not to say that the rules always apply because exceptions will present themselves almost immediately. These rules, however, are useful and fairly consistent.

1. When the final e in a one syllable word is silent, it causes the other vowel in the word to say its name, or be a long vowel.
   Example: take, cede, ice, bone, cube.
2. The vowel in a word is short when:
   a. one vowel begins the word or syllable;
      Example: ant, it, up, ebb, up
   b. there is only one vowel in the word or syllable;
      Example: at-tic; let; brick; sup-port
3. When there are two vowels together in a word, the first vowel says its name; the other is silent.
   Examples: rain; day, bleak; boat; pie
4. When single vowels are followed by r, l, or w, the sound of the vowel is neither long nor short.
   Examples: far, perch, salt, dirt, sort, fall, hurl, where, owl.
5. When a single vowel is at the end of a syllable or is a syllable by itself, it is usually long.
   Examples: go, united, be, sky.

8. The Final "e" in One-Syllable Words

Reading status of class: below grade level

Materials used: word list, duplicated or on chalkboard

Procedure. The purpose here is to illustrate this phonics rule: "When the final "e" in a one-syllable word is silent, it causes the other vowel to be long (say its name)."

List the following one-syllable words: hop, cop, pop, tap, cap, kit, grim, dim, pin, fat, glad, glob, tam, rod, bit, van, din, hid, fad, rat, at, mad, rid, not, tin.

To the class: Say each word and use it in a sentence for yourself. As you say each word, listen to the sound of the vowel. In each word, the vowel does not say its name; it is the short vowel sound.

Now, on the paper or on the blackboard, add an "e" to each word. Pronounce these words: hope, cope, pope, tape, cape, kite, grime, dime, pine, fate, glade, globe, tame, rode, bite, vane, dine, hide, fade, rate, ate, made, ride, note, tine.

What happens to the vowel?

9. Marking Vowel Sounds

Reading status of class: **below grade level**

Materials used: word list, duplicated or on chalkboard

Procedure. On a sheet of binder paper, the student should copy the following words, one on every other line. Over each vowel, he should write either the diacritical marking of the vowel or the number of the rule which governs the sounding of the vowel. These numbers should be agreed on beforehand. See Practice 7 for rules.

1. worm
2. dream
3. came
4. advice
5. thrush
6. princess
7. poem
8. farther
9. tinsel
10. actor
11. insolvent
12. educate
13. prehistoric
14. tailor
15. lingo
16. accuse
17. embargo
18. leisure
19. convey
20. playful

10. Pronouncing Sounds

Reading status of class: all grade levels

Materials used: word list, duplicated or on chalkboard

Procedure. This is an exercise that asks the student to pronounce sounds, as marked, in order to make a familiar word. Both consonant sounds and vowel sounds need to be interpreted in order to carry out the exercise successfully.

Example: dēsīn equals design

1. pēs (peace)
2. shūt (shoot)
3. shōz (shows)
4. yēld (yield)
5. yĕld (yelled)
6. chēftŭn (chieftain)
7. dēvōshŭn (devotion)
8. dētāld (detailed)
9. dĭkshŭnărē (dictionary)
10. skūltēchir (schoolteacher)
11. fir ō shūs (ferocious)
12. nyūz (news)
13. nūs (noose)
14. dānjir (danger)
15. gīd (guide)
16. trŭblsŭm (troublesome)
17. rĕskū (rescue)
18. tīpwrītir (typewriter)
19. ămbĭshŭn (ambition)
20. rēlēv (relieve)

11. Phonetic Discrimination

Reading status of class: below grade level

Materials used: Test II, Phonetic Discrimination, by Dr. McCullough

Procedure. Use the test as a class exercise.

INSTRUCTIONS: This is a test of your ability to hear the sounds of letters within words. One or two letters of the first word in each row are underlined. Think how they sound in the word. Find that same sound in another word in the row. Put a cross on the word which has that same sound in it.

SAMPLE: goat horse not out old
X

1.	sharp	hat	farm	late	care	16.	float	not	horse	go	hat
2.	raise	care	hat	late	farm	17.	cure	put	use	us	rule
3.	fact	late	care	farm	hat	18.	pray	farm	hat	late	care
4.	moon	rule	old	not	horse	19.	home	old	not	horse	out
5.	tame	late	hat	care	farm	20.	joy	old	not	oil	horse
6.	weigh	farm	care	hat	late	21.	bunch	use	us	put	rule
7.	belt	we	term	wet	taken	22.	blow	out	not	horse	old
8.	crawl	old	ball	not	hat	23.	dare	care	farm	hat	late
9.	cheese	wet	term	we	hid	24.	field	term	we	wet	hid
10.	weak	we	term	wet	hid	25.	corn	old	oil	not	horse
11.	fins	hide	hid	we	wet	26.	could	us	rule	use	put
12.	foot	old	not	horse	put	27.	fern	wet	term	farm	we
13.	while	hide	hid	we	wet	28.	found	old	oil	out	not
14.	coin	old	not	horse	oil	29.	later	over	term	we	wet
15.	stock	old	not	horse	us	30.	caught	hat	farm	not	ball

ANSWER KEY FOR TEST II. Phonetic Discrimination

	Answer	Sound		Answer	Sound
1.	farm	a	16.	go	o
2.	late	a	17.	use	u
3.	hat	a	18.	late	a
4.	rule	oo	19.	old	o
5.	late	a	20.	oil	oi
6.	late	a	21.	us	u
7.	wet	e	22.	old	o
8.	ball	aw	23.	care	a(r)
9.	we	e	24.	we	e
10.	we	e	25.	horse	o(r)
11.	hid	i	26.	put	oo
12.	put	oo	27.	term	e(r)
13.	hide	i	28.	out	ou
14.	oil	oi	29.	over	e(r)
15	not	o	30.	ball	au

Each item in this test tests the students' ability to recognize the sound of a letter or pair of letters in a key word, and to find a like sound in another word. It is an **auditory** test primarily, to determine whether the student can HEAR likenesses in vowel sounds used in simple words.

It is possible that some students have such poor sight vocabularies that the simple words in this test are not recognized. A request that the student read the test aloud will show whether his failure is due to poor auditory recognition or poor sight vocabulary.

By making a chart, putting the students' names down the left-hand side and the numbers of the items across the top, checking the spaces representing items missed, the examiner can see immediately which students need work on a given sound.

Remedial work should be of the auditory type. Ask the student which of several spoken words contain the same sound. The words should be spoken in pairs (pack cat, pack made). Encourage the student to produce spoken words of his own to pair with the original word. Following successful practice of this kind, the student may be given visual stimuli, as in the present test.

Teachers' manuals of reader series, beginning with second reader level, contain exercises in vowel sounds, which may be adapted for use in remedial work.

12. Matching Letters to Vowel Sounds

Reading status of class: below grade level

Materials used: Test V, Matching Letters to Vowel Sounds, by Dr. McCullough

Procedure. Use the test as a class exercise. A prepared answer sheet is not necessary; students may write answers on numbered lines of binder paper.

INSTRUCTIONS: This is a test of your ability to match the sounds you hear in words to the letter which make those sounds. Your teacher will say three words. All of them will contain the same vowel sound. If the teacher says home, go, roll, you should hear that o sound in home and go and roll. So which letter should you mark in the sample? Put a cross on the letter.

SAMPLE: e i o u
X

1.	e	a	i	o	16.	ay	ea	ew	oy
2.	u	o	i	a	17.	ea	ou	oi	ai
3.	e	u	i	o	18.	oi	aw	ou	ew
4.	a	y	u	o	19.	ay	ou	ew	oy
5.	e	o	i	u	20.	ey	ew	ow	au
6.	a	u	i	e	21.	aw	ow	ew	ei
7.	i	o	a	e	22.	ai	oi	oa	aw
8.	u	o	e	a	23.	oo	ou	oi	ui
9.	a	i	o	oi	24.	ea	ow	aw	ew
10.	e	i	u	a	25.	oi	ai	ow	ie
11.	a	o	e	ou	26.	ew	ow	aw	ey
12.	i	u	e	o	27.	oi	ew	aw	ui
13.	e	u	o	i	28.	ea	ie	ew	i
14.	o	i	e	a	29.	aw	ow	o	oo
15.	u	i	e	a	30.	ei	aw	oa	ew

ANSWER KEY FOR TEST V. Matching Letters to Vowel Sounds

	TEACHER SAYS	Answer		TEACHER SAYS	Answer
1.	take name place	a	16.	day stay played	ay
2.	bad cat fan	a	17.	wait nail train	ai
3.	hot knock box	o	18.	sound rouse bout	ou
4.	fur turn purr	u	19.	boy toy destroy	oy
5.	tie kite ride	i	20.	caught taught naughty	au
6.	farm car barn	a	21.	grew blew few	ew
7.	for more score	o	22.	goat cloak moan	oa
8.	up cut dug	u	23.	good book look	oo
9.	stir whirl fir	i	24.	glow throw grow	ow
10.	be me he	e	25.	boil oil coin	oi
11.	her were fern	e	26.	owl brown plow	ow
12.	let felt get	e	27.	quick quit quiet	ui
13.	in is sit	i	28.	field believe yield	ie
14.	go so hold	o	29.	moon boot soon	oo
15.	use tune tube	u	30.	freight eight neigh	ei

This is a test of the student's ability to associate certain vowel letters with sounds in words. Most of the words are probably already in his sight vocabulary and even in his spelling vocabulary. Therefore, the test is probably less a test of a student's ability to imagine what letters would produce a certain sound, than it is a test of visual memory and association of sounds with certain letters of the visual pattern.

If a student is poor in this test but good in Test II, he apparently can hear differences in vowel sounds but needs to learn to associate them with certain letters. If he is poor in Test II, he should be taught to hear differences in the vowel sounds he failed to distinguish, before he is expected to both hear and see the sounds and symbols, as in the present test. Or, he should be encouraged to write and say the sounds as he is attempting to learn them.

Reading instruction in this area should constantly deal with sounds within words, since many of these sounds depend upon the nature of the word, its origin and pattern.

13. Initial Blends and Digraphs

Reading status of class: below grade level

Materials used: Test VI, Initial Blends and Digraphs, by Dr. McCullough

Procedure. Use the test as a class exercise. A prepared answer sheet is not necessary; students may write answers on numbered lines of binder paper.

INSTRUCTIONS: This is a test of your ability to remember the letters that form the sounds in words. Your teacher will say three words. All of them will begin with the same two or three letters. Decide what letters they begin with. Then look for those letters in the row. Put a cross (x) on them.

SAMPLE: ch sh th cl

---

1. th dr tr fr
2. cr gr ch bl
3. sl fr st cl
4. cl ch sh th
5. cr dr ch wr
6. ph fl fr gr
7. pr br dr pl
8. st sl cl sh
9. sp sm ch sw
10. fr ch fl pr
11. sl st cl sh
12. fl pl bl dr
13. cl sk st sh
14. sl ch cl sp
15. bl br dr pl
16. sh sp cl sc
17. qu wr ch cl
18. cl dr kn br
19. sh bl th ph
20. ch br pr cl
21. wh wr ch th
22. dr pr gl gr
23. ph ch th sl
24. br dr pl pr
25. wh sw sh cr
26. gh kn ch sm
27. sh ch ph pl
28. sh st str sch
29. sl str spr tr
30. str tr sl thr

ANSWER KEY FOR TEST VI. Initial Blends and Digraphs

SAMPLE: (teacher says) the this them (Have students tell what letters these words begin with, and put a cross on the th in the row of blends in the sample.)

	TEACHER SAYS			KEY		TEACHER SAYS			KEY
1.	truck	train	trunk	c	16.	scout	scare	scat	d
2.	grass	green	grow	b	17.	quick	quite	quiet	a
3.	steps	stairs	stars	c	18.	clouds	climb	clown	a
4.	cherries	chair	chicks	b	19.	think	thin	thing	c
5.	crowd	crow	crumbs	a	20.	brown	brand	brick	b
6.	flower	flag	floor	b	21.	whistle	wheels	whiskers	a
7.	pretty	prize	proud	a	22.	glass	glove	glad	c
8.	sleep	sled	slide	b	23.	them	there	they	c
9.	smile	small	smooth	b	24.	drop	drink	dress	b
10.	fruit	fresh	friend	a	25.	swim	swing	sweet	b
11.	sheep	shawl	shoes	d	26.	know	knack	knickers	b
12.	black	blew	blow	c	27.	phone	physical	phonics	c
13.	skip	skirt	sky	b	28.	school	scholar	scholarship	d
14.	spider	spots	spoon	d	29.	string	street	strike	b
15.	plant	plate	plane	d	30.	through	throw	three	d

DIAGNOSIS: Note which items the student misses. Each item tests the knowledge of a certain combination of consonants. Find in the index of skills in the teachers' manuals of a basal reader series the pages on which exercise is given in the blend or digraph concerned. Note also that Test VII tests these same blends and digraphs in the order in which they are tested here. Item-by-item comparison will suggest whether the student's difficulty in identifying blends and digraphs caused failure of the same items in both tests.

14. Sounding Whole Words

Reading status of class: below **grade level**

Materials used: Test II, Sounding Whole Words, by Dr. McCullough

Procedure. Use the test as a class exercise.

INSTRUCTIONS: This is a test of your ability to sound out strange words. Sound out to yourself the words in each row. If one of them sounds like a word you have heard and know the meaning of, put a cross on it (x). If no word in the row sounds like one you know, put a cross in the box at the right of the row. The words are spelled strangely on purpose. Think the sounds without letting other people hear you.

SAMPLE: trif dat kat ( )

1.	dran	ghan	trak	( )	16.	scowt	skowj	spown	( )
2.	kroof	groon	groop	( )	17.	striep	grie	quien	( )
3.	plurk	ghurm	sturn	( )	18.	kleeft	chreesh	cleen	( )
4.	chare	frare	plare	( )	19.	knaust	claughm	thaught	( )
5.	blall	crall	gnall	( )	20.	sprute	bruze	slune	( )
6.	slup	clut	flud	( )	21.	wrosh	whot	phot	( )
7.	gnade	grabe	praze	( )	22.	gloe	wroke	skove	( )
8.	breal	sleap	gneam	( )	23.	thoa	stoap	choans	( )
9.	strawp	smawl	wrawsh	( )	24.	drewp	brewdge	prewm	( )
10.	phet	frend	thent	( )	25.	skaid	swai	sphai	( )
11.	sterb	shert	skerd	( )	26.	knoock	sooch	roop	( )
12.	bleass	pleax	steass	( )	27.	storus	blor	phor	( )
13.	clim	flid	skil	( )	28.	schar	sharg	starl	( )
14.	spayd	trayk	smay	( )	29.	streigh	spleight	shrigh	( )
15.	choun	plou	smould	( )	30.	drow	throwt	swown	( )

ANSWER KEY FOR TEST VII. Sounding Whole Words

SAMPLE: (Have the students pronounce trif, dat, and kat, decide that kat is a strange way of spelling the familiar word cat, and put a cross on it. Remind the students that if none of the words in a row makes sense, they are to put a cross in the box at the right of the row).

	RIGHT ANSWERS	factors tested		RIGHT ANSWERS	factors tested
1.	trak	tr short a	16.	scowt	sc ow (ou sound)
2.	groop	gr oo (as in boot)	17.	quien	qu ie (as in field)
3.	sturn	st ur	18.	cleen	cl ee
4.	chare	ch ar (as in care) silent e rule	19.	thaught	th au (silent gh)
5.	crall	cr a (as in all)	20.	bruze	br u (as long oo) silent e rule
6.	flud	fl short u	21.	whot	wh short o
7.	praze	pr long a silent e rule	22.	gloe	gl long o silent e rule
8.	sleap	sl ea (as in bead)	23.	thoa	th oa
9.	smawl	sm aw	24.	drewp	dr ew
10.	frend	fr short e	25.	swai	sw ai
11.	shert	sh er (as in her)	26.	knoock	kn oo (as in took)
12.	bleass	bl ea (as in head)	27.	phor	ph or (as in for)
13.	skil	sk short i	28.	schar	sch (sk) ar (as in car)
14.	spayd	sp ay	29.	streigh	str ei (silent gh)
15.	plou	pl ou (as in house)	30.	throwt	thr ow (long o)

DIAGNOSIS: Note which items the student misses. If he misses the same numbered item (such as item 15) on this test as he did on Test VI, probably part or all of his difficulty stems from the consonant blend or digraph (pl, in this case). See reader series manuals for exercises in consonant, vowel, and silent e rule learnings.

15. Practice With the Tachistoscope

Reading status of class: below grade level

Materials used: tachistoscope and filmstrips from Learning Through Seeing or SRA

Procedure. There are 24 filmstrips in the Phonics Practice Sets. These filmstrips provide training in both consonant and vowel sounds and provide the student with an opportunity to apply the same principle to many different words. The filmstrips may be used slowly, as a teaching help, for the first showing and more rapidly for a review. With extremely slow classes, this method of doing phonics work can create interest and provide a more adult way of doing the work.

16. Dividing Words into Syllables

Reading status of class: below grade level

Materials used: list of words on chalkboard

Procedure. To the class: We are going to use a very important word in dealing with words. Listen to the word syllable. How many parts do you hear? (Three: syl la ble). A syllable is a word or part of a word in which we can hear one vowel sound. You listen to see how many vowel sounds you can hear in order to find out how to divide a word into syllables.

Number the lines on your paper from 1 to 10. Divide your paper into four parts and put the numbers 1, 2, 3, 4, at the top of each part. I will say ten words. Listen as I say them. How many vowel sounds do you hear in each word. If you hear one, there is one syllable in the word, so copy that word into the one-syllable list. If you hear two vowel sounds, what list will you put it in? How will you use lists three and four?

Now, listen to the words: (say each word twice)

1. doctor
2. wonderful
3. fifty
4. beautiful
5. time
6. street
7. family
8. hurriedly
9. road
10. joyfully

Check the exercise.

Now take the ten words that are on the board; sound them out for yourself and copy each word into its correct list.

1. thief
2. disaster
3. little
4. vacant
5. overhead
6. halfback
7. outstanding
8. uneventful
9. afterward
10. boat

17. Rules on Dividing Words into Syllables

Reading status of class: all grade levels
Materials used: list of illustrative words, duplicated or on chalkboard
Procedure. There are certain principles which are usually followed in dividing words into syllables. These principles do not cover every possibility, and there are exceptions to all of them. They do, however, provide a solid framework for the expansion of word attack skills and general vocabulary knowledge.

1. When a compound word is made up of two one-syllable words, the compound word is divided into syllables between the two words.
   EXAMPLE: base- ball; rail road.

2. When there are two consonants between two vowels, divide the word into syllables between the consonants except when they form a blend or when the root word ends in a double consonant:
   EXAMPLE: sum mer; trum pet; pro-gram; pass- a ble

3. Form the last syllable of a word ending in -le preceded by a consonant by making the consonant and -le the last syllable.
   EXAMPLE: ri fle; puz zle: Exception: pi-ckle.

4. If there is only one consonant between two vowels in a word, the word is usually divided into syllables before the consonant, and the vowel in the first syllable is long. Consonant blends are treated as single consonants.
   EXAMPLE: pa-per; pro-vide; pro-gram; de-stroy.

   There are many exceptions to this rule, in which the word is divided after the consonant and the vowel in the first syllable is short.
   EXAMPLE: trav-el; sol-id; nov-el.

5. If there are two vowels together in a word, divide the word into syllables between the two vowels if each vowel is sounded separately.
   EXAMPLE: po-em; vi-o-lin.

The following words all divide into syllables through application of these rules.

rabbit maple mustard sagebrush real consonant
dentist Friday ideal concert scientist arbitration
expedition impetuous simplification triangle quantity

18. Analyzing Compound Words

Reading status of class: below grade level

Materials used: word list, duplicated or on chalkboard

Procedure. To the class: The following is a list of compound words. Divided each word into the two or three small words that make up the large word. Do it like this: some/ where. When you have finished, write sentences using five of these words. Write definitions of five of the words you did not use in sentences.

1. battleship
2. necklace
3. tablespoon
4. notebook
5. bookkeeper
6. touchdown
7. blowout
8. extraordinary
9. nevertheless
10. heavyweight
11. overhead
12. throughout
13. nowadays
14. highways
15. tonight
16. footstool
17. bookends
18. sunshine
19. rainstorm
20. statesman

19. Dividing Words into Syllables

Reading status of class: at grade level and below

Materials used: Test I, Dividing Words into Syllables, by Dr. McCullough

Procedure. Use the test as a class exercise, following the directions carefully. The commentary on the Answer Key gives all the necessary rules for dividing words into syllables; the teacher may explain the rules and have the students pick the words on the test which illustrate that rule, or the generalizations may be explained as the correct answer for each item is given. For slower classes, many more examples of each rule should be drawn from the class.

INSTRUCTIONS: This is a test of your ability to divide words into syllables. Each word below contains two syllables. Think what the two syllables in the word are. Draw a line between the two parts of the word.

SAMPLE: pig|pen

---

1. letter
2. little
3. milkman
4. master
5. excite
6. hoping
7. anchor
8. labors
9. happy
10. middle
11. gangplank
12. mountain
13. content
14. splashing
15. lobster
16. music
17. nugget
18. settle
19. airship
20. rescue
21. disgust
22. sliding
23. monster
24. bacon
25. currant
26. tables
27. blackbird
28. winter
29. uncoil
30. skating

ANSWER KEY FOR TEST I. Dividing Words into Syllables

1.	let/	(1)	16.	mu/	(8)
2.	lit/	(2)	17.	nug/	(1)
3.	milk/	(3)	18.	set/	(2)
4.	mas/	(4)	19.	air/	(3)
5.	ex/	(5)	20.	res/	(4)
6.	hop/	(6)	21.	dis/	(5)
7.	an/	(7)	22.	slid/	(6)
8.	la/	(8)	23.	mon/	(7)
9.	hap/	(1)	24.	ba/	(8)
10.	mid/	(2)	25.	cur/	(1)
11.	gang/	(3)	26.	ta/	(2)
12.	moun/	(4)	27.	black/	(3)
13.	con/	(5)	28.	win/	(4)
14.	splash/	(6)	29.	un/	(5)
15.	lob/	(7)	30.	skat/	(6)

This test tests the ability to apply eight rules of syllabication. The answer key shows in parentheses which of the eight rules is tested by each item. By noting which kinds of item the student misses, the examiner may determine which kinds of item the student cannot analyze, and which rules he needs to learn to apply.

If the student misses a scattering of all types of item, the chances are that he does not know the rules of syllabication, and needs a thorough teaching, such as may be found in the reader manuals from third reader up.

Students at or above fourth reader level should be retaught the rules they have forgotten and be required to apply them to new words so that the skill will be retained.

The rules of syllabication tested are these:

(1) Divide between double consonants:
    fel low   hop ping

(2) Divide before consonant preceding -le: peo ple   lit tle

(3) Divide between words in a compound:
    milk man

(4) Divide between different consonants:
    as ter

(5) Divide between prefix and root:
    re turn   ex cite

(6) Divide between root and suffix:
    bak er   bak ing

(7) Keep within the same syllable two consonants which produce one new sound together: ei ther (th sh ch ph th)

(8) Divide before single consonants:
    la bor

20. Placing the Accent

Reading status of class: all grade levels

Materials used: word list, duplicated or on chalkboard

Procedure. To the class: Learning to place the accent in a word properly helps to pronounce the word correctly. An accented syllable is a syllable that is stressed when the word is pronounced. Say the following words out loud and you will notice that you can hear the stressed syllable as indicated by the accent mark.

ac' cent
in' di cate
no' tice
syl' la ble
a loud'
prac' tice

There are certain principles which are followed generally in accenting:

1. In most two-syllable words which end in a consonant followed by y, the first syllable is usually stressed.
   EXAMPLE: plen' ty; read' y.
2. If the final syllable ends in le, it is usually unaccented.
   EXAMPLE: syl' la ble; ta' ble.
3. Prefixes, suffixes, and inflectional endings forming a syllable are usually unaccented.
   EXAMPLE: end' ing; re main'; ex ist' ence.
4. The accent always falls on the syllable preceding the following word endings:
   - -real (fu ne' re al)
   - -ious (am bi' tious)
   - -ion (ques' tion; col li' sion)
   - -iate (i ni' ti ate)
   - -tial (spa' tial)
   - -cial (ra' cial)
   - -ian (pol i ti' cian; me' dian)
   - -uous (sin' u ous)
   - -ity (com plex' i ty)
   - -ic (dra ma' tic)

Accent the following words according to the principles given:

decline
realistic
ladle
rebellion
rusty
commute
continuous
physician
appreciate

B. Analyzing the Structure of Words

Practice Page

1. Prefixes, Roots, Suffixes 47
2. Basic Words in Affixed Forms 49
3. Fifteen Important Prefixes 51
4. Analyzing Fourteen Master Words 53
5. Making Word Wheels 55
6. Analyzing Unfamiliar Words 57
7. Prefixes and Suffixes 59
8. Practice with the Tachistoscope 61
9. Recognizing Word Forms 63

1. Prefixes, Roots, Suffixes

Reading status of class: below grade level

Materials used: word list, duplicated or on chalkboard

Procedure. To the class: There are three word parts which we often talk about. The three parts are: prefix, root, and suffix. A prefix is a syllable put at the beginning of a word to make another word. A prefix itself usually has meaning, just as a word does. We can often use the meaning of a prefix to help get the meaning of the whole word. A suffix is an additional syllable put at the end of a word to make another word: spoon, spoonful. A suffix too has a specific meaning which will help make the meaning of the whole word clear. A root word is a word part without a prefix or suffix or added ending. It is the root word that carries the principal meaning of any word having prefixes or suffixes, although the meaning is always affected in some way by the meaning of the prefix or suffix. As in unhappy, the meaning of the root, happy, is made to mean not happy by adding the prefix un. Or, in the word farmer, the meaning of the root, farm, is made to mean one who farms by adding the suffix -er.

Divide your sheet of paper into four parts and put the words prefix, root, suffix, and whole word at the top of each part. Number the lines 1 to 15. Now take each of the following words and divide it by writing the prefix in the prefix list, the root in the root list, and the suffix in the suffix list. If there is no prefix or suffix, leave that part of the line blank. Write the whole word in the fourth line. After you have finished this part of the exercise, use seven of the words in sentences which will show that you know what the word means.

List:
1. unlucky
2. reheat
3. delay
4. uncap
5. brownish
6. painful
7. uneasily
8. prefix
9. inside
10. mistake
11. underpaid
12. careful
13. foolish
14. distrustful
15. discouragement

2. Basic Words in Affixed Forms

Reading status of class: at grade level and below

Materials used: Test III, Basic Words in Affixed Forms, by Dr. McCullough

Procedure. This test may be used as an exercise simply by having the students follow the directions given. In addition, if the class is not far below average, the students can show how the particular prefix or suffix changes the meaning of the root. Since inflectional suffixes, such as "-ed" and "-ing" are included, the teacher will have an opportunity to explain that these, too, function as meaning changers.

INSTRUCTIONS: This is a test of your ability to see the stem of a word as separate from its prefix or suffix. In the word return, you see the prefix re and the stem turn. In the word turned, you see the stem turn and the suffix ed. Look at each word below. Think which part of the word is the stem and draw a circle around it.

SAMPLE: return (Draw a circle around turn.)

1. unbend
2. certainly
3. transport
4. foolish
5. export
6. seventy
7. improve
8. lovable
9. react
10. ability
11. invite
12. operation
13. conserve
14. porter
15. produce
16. thankful
17. endear
18. fasten
19. mistake
20. frosted
21. obtain
22. final
23. discourage
24. memorize
25. depart
26. dangerous
27. midda
28. darkness
29. sorting
30. speechless

ANSWER KEY FOR TEST III. Basic Words in Affixed Forms

	Answer	Prefix	Suffix		Answer	Prefix	Suffix
1.	bend	un-		16.	thank		-ful
2.	certain		-ly	17.	dear	en-	
3.	port	trans-		18.	fast		-en
4.	fool		-ish	19.	take	mis-	
5.	port	ex-		20.	frost		-ed
6.	seven		-ty	21.	tain	ob-	
7.	prove	im-		22.	fin		-al
8.	lov		-able	23.	courage	dis-	
9.	act	re-		24.	memor		-ize
10.	abil		-ity	25.	part	de-	
11.	vite	in-		26.	danger		-ous
12.	oper		-ation	27.	day	mid-	
13.	serve	con-		28.	dark		-ness
14.	port		-er	29.	sort		-ing
15.	duce	pro-		30.	speech		-less

This test tests the ability of the student to see the prefix, the suffix, or variant ending, and the stem of a word as separate parts.

Many of the words are probably new to the student. In some cases, the prefix or suffix is his clue to the form of the stem.

If the student misses an item, he is probably ignorant of both the affix and the stem.

The teacher can note the affixes of which the student is apparently ignorant, and provide exercises in them. Exercises in teachers' manuals can be adapted for this purpose.

A student below fourth reader level has probably been taught too few of these word parts for the testing to be worthwhile.

3. Fifteen Important Prefixes

Reading status of class: all grade levels

Materials used: list of prefixes, duplicated on chalkboard

Procedure. A study done by Russel Stauffer shows that fifteen prefixes account for 82% of all the prefixes in the 20,000 words in the Thorndike Teacher's Word Book. Those fifteen prefixes are:

1.	ab	(from
2.	ad	(to)
3.	be	(by)
4.	com	(with)
5.	de	(from)
6.	dis	(apart)
7.	en	(in)
8.	ex	(out)
9.	in	(into)
10.	in	(not)
11.	pre	(before)
12.	pro	(in front of)
13.	re	(back)
14.	sub	(under)
15.	un	(not)

Students should be encouraged to analyze words which they already know in order to find out how these prefixes change the meanings of the words. They may also be encouraged to use the dictionary to discover the variety of words using these prefixes. Of course, use of the words in sensible sentences is necessary for complete understanding.

4. Analyzing Fourteen Master Words

Reading status of class: all grade levels

Materials used: word list, duplicated or on chalkboard

Procedure. Brown and Wright, in working on materials for the tachistoscope, found that 14,000 words in the desk dictionary and some 100,000 words from the unabridged dictionary contain one or more of the elements found in fourteen master words. The master words contain two Greek roots, twelve Latin roots, and 20 prefixes. The list is:

Master word	Prefix	Common Meaning	Root	Common Meaning
precept	pre-	before	capere	take, seize
detain	de-	away, from	tenere	hold, have
intermittent	inter-	between	mittere	send
offer	ob-	against	ferre	bear, carry
insist	in-	into	stare	stand
monograph	mono-	alone, one	graphein	write
epilogue	epi-	upon	legein	say, study of
aspect	ad-	to, toward	specere	see
uncomplicated	un- com-	not together with	plicare	fold
nonextended	non- ex-	not out of	tendere	stretch
reproduction	re- pro-	back, again forward	ducere	lead
indisposed	in- dis-	not apart from	ponere	put, place
oversufficient	over- sub-	above under	facere	make, do
mistranscribe	mis- trans-	wrong across, beyond	scribere	write

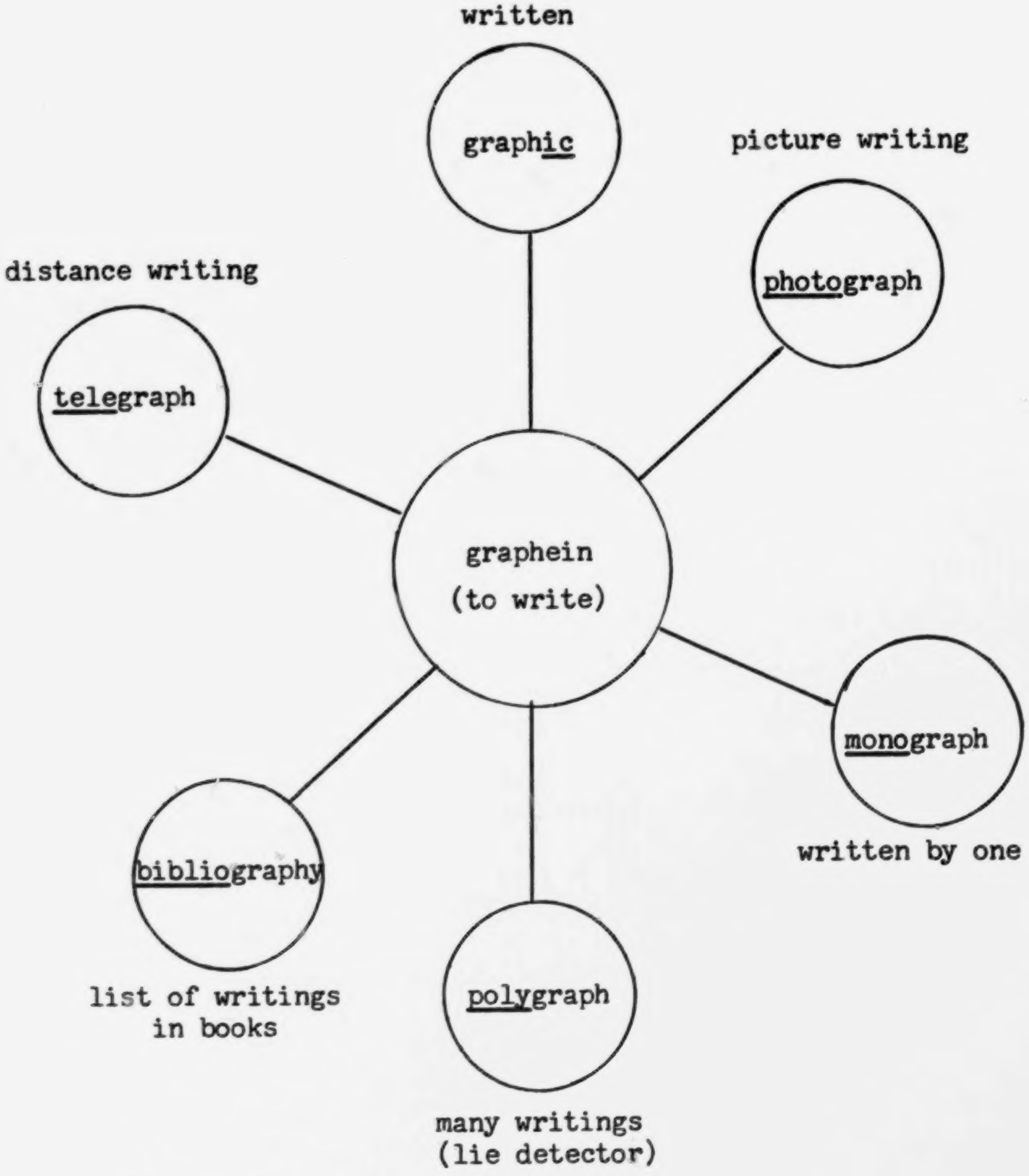
Students should take the elements of these words and see how many additional words they can form with the elements. They should analyze the extent to which knowledge of these elements can aid understanding the word.

5. Making Word Wheels

Reading status of class: above average

Materials used: word list, duplicated or on chalkboard

Procedure. Students may make word wheels in which the hub of the wheel is a common root word. The spokes are English derivatives. An indication of how the root meaning affects the ordinary meaning of the word should be included. Some students may be encouraged to build new words from the roots.


written
graphic
picture writing
photograph
distance writing
telegraph
graphein
(to write)
monograph
written by one
bibliography
list of writings
in books
polygraph
many writings
(lie detector)

6. Analyzing Unfamiliar Words

Reading status of class: above average

Materials used: word list, duplicated or on chalkboard

Procedure. This is an exercise in which students can attempt to reason out meanings of words unfamiliar to them. Use should be made of various lists of stems or the dictionary may be consulted for the meaning of the root only. It is interesting to see how many of these can be worked out without outside help, simply by applying knowledge of the roots or thinking of known words with the same root. The same procedure applies to the prefixes and suffixes used in these words.

anticlimax

insubordination

subterranean

introspective

unequivocal

thermodynamics

polytechnic

pseudohistorical

hypercritical

ethnocentric

chronic

antipathy

bibliophile

telechronometer

stereotype

ineptitude

megaphone

eulogize

7. Prefixes and Suffixes

Reading status of class: all grade levels

Materials used: Kenworthy Teaching Aids:	Word Prefixes	#1202
	Word Suffixes	#1203

Procedure. These sets, obtainable at low cost (60¢ each) from Kenworthy Educational Service, Inc., Buffalo 1, New York, contain cards which may be folded back to show how a given prefix or suffix will change the meanings of several root words. Definitions of the prefixes and suffixes are given.

EXAMPLE: "fore-" is given as meaning "before, in front, in advance." By folding the card over, it is possible to obtain all of the following words which illustrate the meaning of "fore-."

Words:
- forecast
- foremost
- forerunner
- foreward
- forefoot
- forehead
- foretell
- foresee
- forestall
- forearm
- foreground
- forenoon

8. Practice With the Tachistoscope

Reading status of class: all grade levels

Materials used: tachistoscope and filmstrips from Learning Through Seeing
or SRA

Procedure. There are 12 prefix filmstrips and 12 suffix filmstrips. Each strip defines several affixes, and then the strip provides numerous examples of the way in which the affix is used. This is a good review of structural analysis because the roots are well chosen to illustrate the principles given. Instead of using all of the filmstrips, it is wise to choose the most used or needed prefixes and suffixes to work with; monotony can be a problem with this work.

9. Recognizing Word Forms

Reading status of class: below grade level

Materials used: word list, duplicated or on chalkboard. The list would ordinarily be used with individuals or small groups.

Procedure. Professor Dolch maintains that these 220 words comprise 50 to 75 per cent of all school reading material. Dolch advocates that "The first step in remedial reading is to see that the child recognizes these words instantly by sight."

BASIC SIGHT VOCABULARY
by
E. W. Dolch, Phd.
College of Education
University of Illinois

a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
away
be
because
been
before
best
better
big
black
blue
both
bring
brown
but
buy
call
came
can
carry
clean
by

cold
come
could
cut
did
do
does
done
don't
down
draw
drink
eat
eight
every
fall
far
fast
find
first
five
fly
for
found
four
from
full
funny
gave
get
give
go
goes
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good
green
get

grow
had
has
have
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help
her
here
him
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hold
hot
how
hurt
I
if
in
into
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it
its
jump
just
keep
find
know
laugh
lot
light
like
little
live
long
look
made
many
make

may
me
much
must
my
myself
never
new
no
not
now
of
off
old
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once
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only
open
or
our
out
over
own
pick
play
please
pretty
pull
put
ran
read
red
ride
right
run
round

said
saw
say
see
seven
shall
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six
sleep
small
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start
stop
tale
tell
ten
thank
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think
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three
to
together
today

too
try
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under
up
upon
us
use
very
walk
want
warm
was
wash
we
well
went
were
what
when
where
which
white
who
why
will
wish
with
work
would
write
yellow
yes
you
your

C. Recognizing Similarities and Differences in Word Forms

Practice	Page
1. A Spelling Mastery Technique	67
2. Distinguishing Word Forms	69
3. Discrimination Among Similar Word Forms	71
4. Words that Sound Alike	73
5. Distinguishing Between Homonyms	75

1. A Spelling Mastery Technique

Reading status of class: below grade level

Materials used: spelling mastery technique

Procedure. This is a special word attack technique developed by Morton Botel. These steps may be followed by individuals, small groups, or classes with words at any level of difficulty. This technique is especially helpful for a student who needs kinesthetic reinforcement for his learning pattern.

1. The student says the word carefully by syllables, not by letters.
2. The student writes the word from memory, saying the syllables as he writes.
3. The student proofreads the written work against the correctly spelled words which have been covered during Steps 1 and 2.
4. The student practices by repeating Steps 1 and 2 until he feels sure of the word.

2. Distinguishing Word Forms

Reading status of class: all grade level

Materials used: word groups, duplicated or on chalkboard

Procedure. These are groups of words that are confused and misread by high school and college students. If the teacher suspects that a reading problem may exist because the student confuses similar forms, it would be well to give the student this exercise privately. As a group exercise, the words can be used to point out how mistakes in saying words happen.

burnt	star	thorn	sown	shoulder
brunt	rats	throne	snow	soldier
				solider
Turk	warp	grid	shirt	solder
truck	wrap	gird	skirt	
				scared
spurn	form	cold	not	scarred
prunes	from	clod	ton	sacred
fervent	silver	plot	quite	diary
frequent	sliver	pilot	quiet	dairy
perhaps	slit	flatter	united	stride
prevent	silt	falter	untied	stirred
girl	spilt	angle	palm	blot
grill	split	angel	lamp	bolt

Additional comments:

1. The meaning of each word should be made clear.
2. Students who have difficulties in this area may be helped by having them say the word, slowly and distinctly, as they write it out. Having them trace the word with a finger while they are looking at it may help; they should then practice writing the word correctly.

3. Discrimination Among Similar Word Forms

Reading status of class: all grade levels

Materials used: duplicated list of sentences

Procedure. In each of the following sentences, one word is misused for another word which is similar to it in form. The student should cross out the incorrect word and write the correct word above it. (The incorrect words are indicated here for convenience; they should not be underlined for the students.) This exercise can act as a diagnostic device for finding students with the problem of not distinguishing word forms, or it may function as a class discussion starter about words with like forms.

1. Gibraltar, *with* was to the north, was their next port of call.
2. They decided to *isolate* their house in order to save fuel.
3. The *initiate* cost of a new automobile is not the biggest part of the total expense.
4. The speaker came *of* the state of Alabama.
5. She had *ever* been in the state of Minnesota.
6. Challenging conversation *simulates* the mind.
7. Deafness is a tragic *affection* for a musician.
8. The persons at the party formed a *profession* and paraded through the town.
9. The patient refused to do a *thin* the doctor ordered.
10. You have done all the exercises but *own* correctly.
11. Good reading requires a lot of *thinning*.
12. According to the *statue*, he was guilty of a felony.
13. She had a lot of *item* on her hands before the next bus left.
14. They went *form* one house to the next, collecting money.

4. Words That Sound Alike

Reading status of class: below grade level

Materials used: lists developed by students

Procedure. Have the class, working in groups or as a whole group, develop a list of "look-alikes" and "sound-alikes," such as:

1. bear-bare
2. be-bee
3. to-two-too
4. pear-pare-pair
5. capital-capitol
6. peddle-pedal
7. their-they're-there
8. pour-pore
9. wave-waive
10. bore-boar

Depending on the ability level of the class, the teacher may or may not supply one word of each set. If the class is alert enough, they may come up with suitable sets without prompting. After the class has worked out the list, the teacher can give a set of questions each of which has as the answer one of the homonyms discussed. (If you decide not to exercise your rights, you ______________ them. OR The pedal on his bike was stuck. Write the correct spelling of pedal on your paper.)

Additional comments: Lists of words that look and/or sound almost alike can be similarly developed:

1. which-witch
2. picture-pitcher
3. where-ware-wear
4. while-wile
5. whale-wail
6. wonder-wander

For review, the teacher can put several of these words on the board in sentences and lead the students to examine them in context.

5. Distinguishing Between Homonyms

Reading status of class: at grade level

Materials used: duplicated worksheet

Procedure. Complete worksheet in class. To the class: Words that sound alike when spoken but have different meanings and spellings are called homonyms. In the sentences given below, pick out the word or words in each group of homonyms that do not belong, or do not fit the meaning of the sentence.

Example: The (yolk, yoke) of an egg is yellow in color. The word yoke is incorrect in this sentence since it means "to join" or refers to a "bondage." Write the word yoke on your paper since it does not belong in the sentence.

1. The hunter could not (slay, sleigh) the wild animal.
2. He was the (sole, soul) owner of the boat.
3. She was (to, too, two) much for any mortal man.
4. The (rout, route, root) of a word frequently aids in knowing the precise definition of the word.
5. This (knight, night) was unusually dark for this time of month.
6. Wrapping paper is too (coarse, course) in texture for (writing, righting).
7. He (rapt, rapped, wrapped) on the door, but there was no answer.
8. His behavior did not show him to be well-(bred, bread).
9. The political (block, bloc) could not (block, bloc) the passage of the bill.
10. The duck is a very popular (foul, fowl).

For each word which you selected as not belonging in the above sentences, write a sentence in which it does belong. After you have completed both parts of this exercise, check your work with a dictionary.

D. Interpreting Meaning from Context

Practice — Page

1. Learning Difficult Words 79
2. Using Words in Sentences 81
3. Discovering Meaning from Context 83
4. Sentences with Unfamiliar Words 85
5. Using Other Words to Give the Same Meaning 87
6. Practice in Deriving Meaning from Context 89

1. Learning Difficult Words

Reading status of class: all grade levels

Materials used: class textbook - teacher questions

Procedure. This question technique should be used to introduce particularly hard words or to fix firmly the technical meanings of multi-meaning words. The teacher may also use this teaching pattern to illustrate how words may be learned from context.

1. In this (heading, title, sentence), what is the key word? Why?

2. What does ___________ mean in this sentence? How can you tell?
    a. Is a synonym given for it?
    b. Is an antonym given for it?
    c. Is the term explained in later sentences?
    d. Is the term closely related to any idea in the sentence?

3. What are some of the meanings you already know for __________? Why is this a different meaning?

4. What word could be substituted for __________ in the sentence without changing its meaning?

If the teacher wishes to make the meaning more precise, he might ask the following questions:

5. What does the Glossary tell us about _____________?

6. How many meanings are given in the dictionary for __________? Which is the probable meaning in this Chapter? Why?

2. Using Words in Sentences

Reading status of class: all grade levels

Materials used: word list, duplicated or on chalkboard

Procedure. Ask students to use each of these words in sentences, with a different meaning for the given word in each sentence. They are to write as many sentences as they can. Allow use of inflected forms of the words (plurals, tense change, etc.).

1. get
2. tap
3. run
4. cross
5. drive
6. flag
7. bit
8. set

The teacher might aid the beginning of this exercise by writing or saying such sentence groups as:

1. You did a fine job; One speeder paid a large fine; Use the fine wire for the loop.

2. My sister is a file clerk; Don't file your nails in public; The troops marched in single file.

Discussion should bring out the many ways these words can be used and the clues that will tell the reader how the author meant this particular word.

A follow-up exercise would ask the students to pick out the best definition of the underlined phrase in sentences like these:

1. Tell the driver to stop. a. say; b. order; c. distinguish

2. Jack can't tell his right hand from his left. a. say; b. order; c. distinguish

3. I helped myself to some candy. a. assisted; b. took; c. prevented

4. Some accidents can't be helped. a. assisted; b. took; c. prevented

3. Discovering Meaning from Context

Reading status of class: at grade level

Materials used: duplicated list of sentences

Procedure. These sentences may be used in class discussion to point out the various methods by which the meanings of the underlined words may be made clear by the context in which they are used. Some of these clues to meaning are 1) definition within the sentence; 2) use of contrast; 3) general tone of the sentence.

1. May is a credulous creature; she (believes)[*] everything Jim tells her.
2. From the artifacts they find in tribal burial grounds, anthropologists can learn a great deal about the (arts and crafts) of the early American Indians.
3. Jack has too much filial affection ever to make a decision without asking his (mother's) opinion.
4. To the layman, legal documents seem to be masterpieces of circumlocution; (they take a hundred words to say what could be said more clearly in a dozen.)
5. No one is likely to be successful who approaches his work with an apathetic attitude. (If you don't care whether you win or lose, you'll probably lose.)
6. As a student of philology, he was especially interested in (words of French origin.)
7. The New England town meeting is a periodic convocation of the citizens for the purposes of governing themselves.
8. In the early days of talking pictures it was often a problem to synchronize the speaking with the action on the screen.
9. Many employees resent an attitude of paternalism on the part of their employers; (they want to stand on their own feet and manage their own affairs.)
10. So strong is the respect for science in the modern world that many persons in other activities seek to sell themselves and their products to the people by using a pseudoscientific language and method.

[*] ( ) indicates the help to meaning within the sentence.

4. Sentences with Unfamiliar Words

Reading status of class: at grade level and below

Materials used: list of sentences, duplicated or on chalkboard

Procedure. The student should figure out what the underlined word means from the sense of the sentence. He should put in another word which means about the same thing.

1. The policeman listed all the data he had about the thief.

2. The heat made John lethargic, and he did not feel like doing anything.

3. His story was so preposterous no one believed him.

4. A prerequisite of English 4 is a passing grade in English 3.

5. A tangerine looks like a small orange and tastes sweet.

6. The lion has a tawny color.

7. He corroborated what the other witness said, so the policeman believed them both.

8. Her hair wasn't combed; her lipstick was messy, and her slip showed. All in all, she looked very frowzy.

9. I misconstrued your answer; that is why I marked it wrong.

10. Thunder frightened her because it made such an ominous sound.

5. Using Other Words to Give the Same Meaning

Reading status of class: at grade level and below

Materials used: list of sentences, duplicated or on chalkboard

Procedure. To the class: Figure out the meaning of the underlined word from the context of the sentence. Then put in another word or group of words that mean the same.

1. My father is so parsimonious he won't give me any money.
2. He articulates very well. I can understand everything he says.
3. The moon orbits around the earth.
4. California and Nevada are contiguous to each other.
5. The word "rich" is a synonym for "wealthy."
6. "Good" is the antonym for "bad."
7. He is so competent at his job that his boss gave him a raise.
8. That little boy is immaculate; he never seems to get dirty.
9. He was prudent in everything; he never took a chance.
10. They called each other on the phone simultaneously and, of course, they both got a busy signal.

6. Practice in Deriving Meaning from Context

Reading status of class: at grade level and above

Materials used: list of sentences, duplicated or on chalkboard

Procedure. These sentences may be used in class discussion to show students how meaning is interpreted from context. Specific clues, such as contrast of words within the sentence, should be noted.

1. The walls were orange with purple stripes; they looked quite gaudy.
2. He was paid an honorarium for writing the article.
3. My mother won't let me go there. She says it is a den of iniquity.
4. I would call a man a linguist if he spoke German, French, Italian, and Russian.
5. I don't know what to do with Jim and Joe; they are always at loggerheads with each other.
6. Try to pacify those two girls so we won't have a fight in here.
7. Maryanne was so ravenous she could eat a horse.
8. Andy says he knows all the answers, but I am skeptical about that.
9. When they stole his new Thunderbird, he was full of wrath.
10. Connie never became discouraged; she was always sanguine about everything.

E. Developing an Extensive and Accurate Vocabulary

Practice	Page
1. Practices in Vocabulary Development	93
2. Tools for Vocabulary Building	95
3. Words with Several Meanings	97
4. Finding Synonyms	99
5. Differences in Meanings of Synonyms	101
6. Understanding the Connotative Value of Words	103
7. Antics with Semantics	105
8. Vocabulary Boners	107
9. Vocabulary Tests	109
10. An Article on Vocabulary Improvement	121
11. Filmstrips to Aid Vocabulary Growth	125

1. Practices in Vocabulary Development

Reading status of class: all grade levels

Materials used: varied

Procedure. The following material is taken from William S. Gray and Eleanor Holmes. THE DEVELOPMENT OF MEANING VOCABULARIES IN READING. Chicago: University of Chicago, 1938. pp. 24-27.

Experience shows that the methods used in promoting vocabulary growth vary with the types of words encountered. Dolch identifies three different types of vocabulary:

1. those words whose meanings are already known and simply need to be recognized;
2. those words whose meanings can be taught through the use of familiar experience;
3. those words whose meanings can be taught adequately only through the provision of additional first-hand experiences.

Most of the words which cause difficulty belong to group 3 in which additional information or experience is essential to a clear grasp of meaning.

Methods by which this gap in information or experience may be filled include a number of practices. Some of the more common are:

1. The provision of an essential background of experience through dramatization, stories, observations, explanations, study of objects, discussions, informal conversations, group activities leading to experience charts
2. Oral use of new words by the teacher in illustrative sentences
3. Oral use of new words by the student in informal talks and in reports of things observed or ideas studied
4. Explanations of the meanings of words through the use or study of synonyms, antonyms, word compounds, illustrative sentences, and prefixes and suffixes
5. The use of the dictionary for: determining correct definition of words, finding level of usage of words; understanding the exact meanings of words confused in use; knowing shades of meaning in words; finding new uses of old words and understanding how new words are brought into the dictionary

6. Keeping a vocabulary notebook by: choosing words for pictures and recording them in a journal; listing adjectives of approval and disapproval to replace "terrific," "swell," "awful," and "terrible," and other overworked expressions; listing words that describe or characterize particular objects or persons; listing new words from newspapers, magazines, and television; listing new words found in connection with school subjects or new experiences; listing meanings of words encountered in reading. All of these listings should be accompanied by sound, usable definitions and by evidence that the word can be used accurately by the student.

7. Exercises for accuracy in word choice: selecting the accurate word in exercises; listing words often confused in meaning and use with their accurate interpretations; distinguishing between the differences in meaning of similar words; rewriting paragraphs substituting more exact meanings; rewriting sentences, substituting concrete words where possible to bring out meaning more exactly; substituting words in passages which have more appropriate connotations or more correct denotations.

2. Tools for Vocabulary Building

Reading status of class: all grade levels

Materials used: duplicated list of examples prepared by teacher

Procedure. The students should be shown that these questions will lead them to develop tools by which they can increase their vocabularies. The examples may be changed to fit the reading level and experience of any group of students.

1. By definition: What does "school" mean in this sentence?

   "As he glided through the water, he met a school of small, flat fish."

2. By semantics: What other meanings do you know for the word "school"?

3. By synonyms: What other words could be substituted by "strict" in the following sentence without changing the meaning of the sentence:?

   "Jefferson began a policy of strict economy."

4. By antonyms: What words could be substituted for "strict" to make the sentence mean the opposite of what it does now?

5. By homonyms: What words do you know which sound the same as "fair" but are spelled differently and have different meanings?

6. By recognition of key words: What does the underlined word mean in this sentence?

   "The Russians have placed the first man-made planet in orbit, and it continues to circle the earth."

3. Words with Several Meanings

Reading status of class: at grade level and below

Materials used: word list, duplicated or on chalkboard

Procedure. A word may have many different meanings, depending on the context in which it is used. A well-developed vocabulary includes the ability to recognize and use accurately specific meanings of words with several meanings.

To the class: The word "jack," for example, may mean "a sailor," "a common fellow," "a mechanical lifting device," "a playing card," and so on. Several different meanings are listed for each of the following words, and you are to make up a sentence that uses the word in each particular meaning. Be sure that your sentence makes clear the exact meaning of the word you are illustrating.

1. FAST, meaning:
    - a. permanent, not going to fade
    - b. dissipated, pleasure-seeking
    - c. rapid, swift, quick
    - d. to abstain from food
    - e. securely attached
    - f. faithful, steadfast
    - g. advanced, indicating a later time
2. RUN, meaning:
    - a. move quickly
    - b. move or flow in a stream
    - c. a ravel or tear
    - d. to manage
    - e. be in working order
    - f. smuggle
    - g. a trip
    - h. a play in baseball
3. AIR, meaning:
    - a. atmosphere
    - b. manner
    - c. to ventilate
    - d. a light breeze
    - e. melody
    - f. to broadcast.

4. Finding Synonyms

Reading status of class: at grade level and below

Materials used: word list and paragraph, duplicated or on chalkboard

Procedure. Place on the board a list of common adjectives, such as: big, wide, rich, pretty, and nice. Have the students write at least one synonym for each. Discuss the tone of the various substitutions. Then put on the board a descriptive paragraph with all the adjectives underlined and ask the students to rewrite the passage with a substitute for each underlined word. Discuss the connotation changes their substitutions made in the passage:

> My friend is very nice to me. She is a happy person and shows it by her cheerful smile and funny comments. I like to work with her because she is so helpful and hard-working. She does many nice favors for me and enjoys being able to make people happy. She is the friendliest person I know.

5. Differences in Meanings of Synonyms

Reading status of class: at grade level

Materials used: word list on chalkboard

Procedure. Discuss the "extra ideas" or connotations carried by certain nouns. For example, take as synonyms of dwelling the words:

house
cabin
hut
palace
mansion
cottage
bungalow
tract house
castle
residence
manor
home

and discuss the variations in meaning each word has. What would the use of this word lead you to expect? What tone is conveyed by using this specific word?

Additional comments:

Other words with many synonyms are: air, remark, wish, and happiness. This exercise may also be done with verbs, such as: run, speak, and show.

6. Understanding the Connotative Value of Words

Reading status of class: all grade levels

Materials used: list of words, duplicated or on chalkboard

Procedure. To the class: The connotations of words are by no means fixed; they vary from reader to reader according to the experience of each individual. For some persons, the word "picnic" brings to mind good times, fine weather, and enjoyable activity. For others, "picnic" means heat, discomfort, mosquitoes, and ants in the potato salad. Which connotation the word has depends on the experiences with picnics the reader has had.

Think about each of the words on the following list. What connotations does each have for you? Can you trace your associations to a particular event or person? Write out your feelings about the five words that have the most vivid connotations for you. How do these connotations differ from the conventional definition of the word?

1. music
2. charm
3. morning
4. sunlight
5. paper
6. telegram
7. cheer
8. loyalty
9. fear
10. boat
11. democracy
12. friend
13. commercial
14. hospital
15. spring

7. Antics with Semantics

Reading status of class: all grade levels

Materials used: Sydney J. Harris often devotes an entire column in the San Francisco Examiner to "Antics with Semantics." Samples from the column are given below.

Procedure. Discuss these illustrations of differences in the emotional tone or connotations of words:

I am skeptical; you are suspicious; he is mistrustful.

I am sensitive; you are emotional; he is hysterical.

My child engaged in a harmless escapade; your child took part in a mischievous prank; his child is the leader of a gang of delinquents.

When I am on the unpopular side of any question, I represent the cultivated minority; when you are on the unpopular side, you represent the crackpot fringe.

I drive along at a steady clip; you're somewhat of a jockey behind the wheel; he's an irresponsible speed demon.

8. Vocabulary Boners

Reading status of class: at grade level and above

Materials used: duplicated list of sentences

Procedure. This practice should be used for fun and for showing the students what happens when word forms are confused or people are simply careless with words.

To the class: See whether you can spot the mistakes in the following examples of real life boners, taken from THE BONERS BOOKS, by Alexander Abingdon. Indicate the word that makes the sentence absurd and write the word that should have been used.

1. A caucus is a dead animal.
2. The Bastille was the place of refinement for prisoners.
3. When a child has the measles, he must be insulated from other children.
4. She writes in her dairy every day.
5. Infantile paralysis is a terrible affection.
6. A conservatory is a kind of greenhouse where you look at the moon.
7. Dictatorship is an abdominal kind of government.
8. An antidote is a funny story you have heard before.
9. An oboe is an American tramp.
10. In this course the teacher and pupils are kept constantly on the verge of mental exertion.
11. A man with two wives commits bigotry.
12. An epidemic is a needle the doctor uses to put medicine in your arm.

9. Vocabulary Tests

Reading status of class: below grade level

Materials used: Vocabulary tests on SRA Reading Laboratory IIIa, written by Miss Patricia Howse

Procedure. Each of these vocabulary tests is designed to be used after a student has successfully completed the number of SRA folders in a certain color. The words on which the student will be tested are those which are emphasized in that color level. You will note, that in order to choose the correct answer, the student must select from among answers defining words of similar sound. A percentage of at least 85% is suggested as minimum performance before going on to the next color.

Orange Vocabulary Test

1. Automatic means: a) something that needs gas and oil, b) something that moves by itself, c) something that walks and talks.
2. A parachute is: a) a germ, b) a part of a composition, c) used when jumping out of an airplane.
3. If you crash your car, you: a) clean it, b) damage it, c) race it.
4. Thrilling means: a) exciting, b) funny, c) old-fashioned.
5. A shelf is used to: a) put things on, b) make beads out of, c) cook in.
6. Several means: a) broken, b) strict, c) more than one.
7. A bumper on a car is: a) in front, b) in back, c) on the sides, d) both a and b.
8. An extra person is: a) an intelligent person, b) one more person than is needed, c) a person from another country.
9. Troubles are: a) a kind of candy, b) things to do, c) problems.
10. Strength means the opposite of: a) weakness, b) beauty, c) love.
11. A gadget is: a) a big building, b) a small thing, c) a black bird.
12. A mayor is: a) an army officer, b) the head of a state, c) the head of a city.
13. An orphan is: a) a very smart child, b) a child whose parents are dead, c) a child who hates school.
14. Cereal is: a) a breakfast food, b) a kind of jewel, c) a shade of blue.
15. A trunk can be: a) a part of a tree, b) an elephant's nose, c) a box to put things in, d) all of these.
16. Equipment means: a) a funny story, b) a kind of animal, c) things to work with.
17. If something is interesting, you will probably: a) like it, b) taste it, c) paint it, d) all three of these.
18. A pitcher is: a) a player on a baseball team, b) a jar to hold water, c) both of these.
19. If you need experience to get a job, you need: a) "pull" or to know someone important, b) to know how to type, c) practice at that kind of work.
20. A grouchy person is: a) a happy person, b) a cross person, c) a little person.

Olive Vocabulary Test

1. Unarmed means: a) not hurt, b) not carrying a weapon, c) having only one arm.

2. Lanterns are used: a) for food, b) for play, c) for light.

3. If Joe was suddenly sick, he was sick: a) all the time, b) once in a while, c) quickly and without warning.

4. A modern house is a: a) beautiful house, b) an up-to-date house, c) very large house.

5. Thousands refers to: a) history, b) cooking, c) numbers.

6. A kangeroo is: a) an animal, b) a fruit, c) a bird.

7. Lead: a) can be pronounced two ways, b) is a metal, c) is both a and b.

8. To invent means: a) to make something new, b) to meet by accident, c) to owe money.

9. If you are rescued, you are: a) made fun of, b) saved from danger, c) tested by a doctor.

10. Level means: a) uphill, b) square, c) even.

11. A tunnel is something which is: a) eaten, b) dug, c) spent.

12. Airtight means: a) a new hairdo, b) closed so no air can get it, c) a way of flying.

13. If you have humor, you: a) can see something funny, b) have a disease, c) are not sure of yourself.

14. Primitive people are people who: a) try to cause trouble, b) live the way people did thousands of years ago, c) have no manners.

15. Rubbish is: a) a vegetable, b) what automobile tires are made up, c) trash.

16. Treasure means: a) something of value, b) being untrue to your country, c) having a good time.

17. Cargo is: a) what makes a car go, b) goods carried on a ship, c) an old country.

18. A tank is: a) a closed car like a tractor used in war, b) something to hold or store liquid, c) both a and b.

19. If something is delightful, it is: a) horrible, b) lots of fun, c) fast.

20. Temperature means: a) how cold or warm it is, b) being angry, c) part of a motor.

Blue Vocabulary Test

1. A laboratory is a place: a) where labor unions meet, b) where scientists work, c) where people buy food.

2. A scientist is: a) an artist who paints scenes, b) a man who studies a particular branch of knowledge, c) a man who has a particular disease.

3. When your work is complicated, it is: a) finished, b) easy to do, c) full of problems.

4. A candidate is: a) a candy made from dates, b) a person running for office, c) a kind of dog.

5. To explore something means: a) to search for or in the unknown, b) to make use of something, c) to send goods out of the country.

6. If an airplane is experimental, it is one that is: a) in general use, b) easy for anyone to fly, c) still being tested.

7. If something is practical, it is: a) down-to-earth, b) useful, c) both a and b.

8. If a child is abandoned, it is: a) deserted or left by its parents, b) easy to get along with, c) one that cries a lot.

9. "San Francisco's climate" refers to: a) its hills, b) its age, c) its weather.

10. A powerful man is one who: a) always thinks he is right, b) always hurts other people, c) is strong.

11. A reward is: a) something given in return for performing a good deed, b) an answer, c) a rising up against the government.

12. A monstrous lie is: a) a little "fib", b) a huge, ugly lie, c) neither.

13. If you are puzzled by this test, you are: a) amused by it, b) not sure what it means, c) made smarter by it.

14. The flavor of candy is: a) the color of it, b) the size of it, c) the taste of it.

15. If you are popular, you are: a) a member of the population, b) well-liked by other people, c) very strong.

16. If there was tremendous applause or clapping at the assembly, you can guess that people thought it was: a) awful, b) great, c) just so-so.

17. An actual story is a story that is: a) true, b) full of action, c) short.

18. The surface of the earth is: a) the inside core, b) the outside, c) only the part where there is water.

19. Powder is: a) something women use on their faces, b) an Indian meeting, c) strength.

20. If you are disappointed with your grade on this test it means: a) you stay in BLUE, b) you need more work on vocabulary, c) both a and b.

Brown Vocabulary Test

1. A superstition is a: a) large passenger airplane, b) boss, c) belief in omens and the supernatural.

2. A sourvenir is: a) a thing kept as a reminder of a special time or place, b) a French way of cooking eggs, c) an officer in the army.

3. A heroine is: a) a kind of narcotic or dope, b) a girl who does a brave deed, c) the mother of a Greek hero.

4. Hypnosis is: a) a sleep-like condition brought about by another person, b) a disease of the hip, c) medicine given by hypodermic.

5. Circular can be: a) a noun meaning "printed matter which is distributed," b) an adjective meaning "winding," c) both a and b.

6. An unbelievably beautiful girl would be one who is: a) obviously beautiful, b) beautiful only when she has on makeup, c) so beautiful you cannot believe it.

7. Illegible means: a) not eligible, b) not readable, c) with pictures.

8. Flourish can be: a) a verb meaning to grow or prosper, b) a noun meaning anything done in a showy way, c) both a and b.

9. To dilute something means: a) to make it dirty, b) to thin it down by mixing it with water, c) to make it larger.

10. A fatigued person is one who is: a) tired, b) too fat, c) lazy.

11. A triumph is a: a) kind of horn, b) three-sided building, c) victory.

12. A juvenile is a: a) young person who gets into trouble, b) place to which young people are sent, c) person under 18.

13. A device is: a) something to hold an object firmly, b) an object designed for a special purpose, c) neither a nor b.

14. The equator is: a) the lower half of a fraction, b) used to make two things equal, c) an imaginary line around the middle of the earth.

15. If you cherish someone, you: a) love him, b) scold him, c) dislike him.

16. A student who has persisted in his schoolwork: a) failed in it, b) kept on working at it, c) knew he was right.

17. A magnificent picture is a: a) truly great one, b) modern one, c) small one.

18. A prompt person is: a) always late, b) always on time, c) neither.

19. A volunteer is: a) a kind of smoke, b) any person who fights in a war, c) a person who does something without being paid for it.

20. If a story is absurd, it is: a) short, b) silly, c) true.

Green Vocabulary Test

1. Husband can be: a) a noun meaning a married man, b) a verb meaning to preserve or save, c) both a and b.

2. Conscious means: a) awake, b) concerned with right and wrong, c) asleep.

3. A lethal amount is: a) a very large amount, b) a small amount, c) an amount that will kill.

4. Cul-de-sac is a French word we use a great deal. It is a: a) flour sack, b) dead-end, c) happy-go-lucky person.

5. A psychologist is a scientist dealing with the: a) feet, b) mind, c) stomach.

6. Capsule means: a) to turn over, b) a kind of hat, c) a container.

7. If you refer to "the latter," you mean: a) the first thing mentioned, b) the last thing mentioned, c) something to be mentioned later.

8. Solitude means: a) being alone, b) a card game played by one, c) a place to sunbathe.

9. If you approach a person, you: a) arrest him, b) scold him, c) go near him.

10. Supersonic is a space-age word meaning: a) sound beyond our ability to hear, b) above the atmosphere, c) sensitive to sound.

11. An adversary is: a) an adviser, b) a difficult situation, c) a person fought against.

12. You pursue a thing when: a) you buy it, b) you chase it, c) you throw it away.

13. An ambitious person is: a) one who wants to succeed, b) one who is easy to get along with, c) one who tells lies.

14. Courtesy is the opposite of: a) concise, b) rudeness, c) bravery.

15. Vapor means: a) silly, b) change, c) mist.

16. An imaginative person is a: a) person in fiction, b) person who creates new ideas, c) neither of these.

17. A miraculous escape is one: a) made by a large number of people, b) so amazing it is like a miracle, c) made by a guilty person.

18. Exhaustion is: a) an unhappy feeling, b) complete tiredness, c) fumes from an exhaust pipe.

19. Destruction is: a) hitting someone b) complete ruin or tearing down, c) dishonest action.

20. If you get this back marked "splendid," you would expect to receive an: a) A, b) C, C) F.

Red Vocabulary Test

1. A person oblivious to others is: a) indebted to them, b) not aware of other people, c) obedient to others.

2. If you work assiduously, you work: a) diligently, b) off and on, c) carelessly.

3. An eminent person is one who: a) is present, b) comes from another country, c) is outstanding and well-known.

4. If you are a fraud, you are: a) unusual, b) not what you say you are, c) outspoken.

5. A reluctant student is one who: a) can be depended on, b) is unwilling to study, c) studies all of the time.

6. If something is portable, it is: a) safe to drink, b) a warning or omen, c) capable of being carried.

7. Your vocation is: a) your hobby, b) the time in the summer when you don't go to school, c) your life work.

8. A person interferes when he: a) breaks into a conversation between other people, b) meddles in someone else's affairs, c) stops something from reaching its destination.

9. Distraction means: a) the pulling of a tooth, b) anything that takes one's mind off of one's problems, c) the difference between two objects.

10. To leave the room unobtrusively means to leave it: a) quietly, b) in a hurry, c) noisily.

11. Extraordinary means: a) more ordinary than usual, b) out of the ordinary, c) neither a nor b.

12. Duplicate means: a) to produce two things exactly alike, b) to live in a two-story house, c) to double-cross someone.

13. Hazardous means: a) risky or dangerous, b) weather that is misty, c) a club initiation.

14. Catastrophe is: a) a punctuation mark, b) a great misfortune, c) a waterfall.

15. Repetition of words means: a) division into syllables, b) the meaning of words, c) the repeating of the same words.

16. Ineffectual means: a) unable to produce the desired effect, b) disqualified, c) not necessary.

17. A community is: a) a part of a church service, b) a political party, c) all of the people living in one locality.

18. Omen is: a) a sign that something will happen in the future, b) the last word in a prayer, c) a Greek letter.

19. An amateur is: a) someone who loves everybody, b) a non-professional, c) a diplomat.

20. A fabulous story is one that is: a) very long, b) completely new, c) beyond belief.

10. An Article on Vocabulary Improvement

Reading status of class: at grade level and above

Materials used: This 1000 word article is taken from STUDY TYPE OF READING EXERCISES: COLLEGE LEVEL by Ruth Strang (Bureau of Publications, Teachers College, Columbia, 1951.

Procedure. As given in the book, the article is used as a timed reading, with suitable comprehension questions. It may also be used as a discussion starter for the ideas it contains about vocabulary study.

When the article is timed, the formula for determining words per minute is $\frac{1000 \times 60}{\text{no. of seconds}}$. After they have read it, students should be asked to list the most important methods by which they can make their vocabularies grow.

Improving Your Vocabulary

"A journey of a thousand miles begins with a single step," so goes an old proverb. Our journey to a bigger and better vocabulary and more efficient reading begins with the learning of a single word. According to recent studies there is a positive relation between the growth of vocabulary and the improvement of reading.

One authority has estimated that at graduation from high school, one should know 15,000 words. Our vocabulary should then grow steadily in the years after high school. Many of us would be surprised were we to try to count all the words which make up our reading and speaking vocabulary.

According to I.A. Richards, there are one hundred "great words." These words "are concerned in all that we do as thinking beings"; they are needed in "explaining the rest of the language." Among these hundred words he included: be, beautiful, cause, experience, love, make, thought, work.

The words we learn most easily are those which serve a purpose and prove meaningful to us. All of us know certain common words, such as *mother*, *child*, *father*, and *country*. We may not know other words like *aileron*, *fuselage*, *glide-path*, and *gyroscope*, familiar to men in the Air Force because of their background of experience. Most of the words which we encounter daily are well known to us. But how about unfamiliar words that continually crop up in conversations and reading? As we read newspapers, magazines, or books, listen to radio, view television, we meet many new and strange words; these we would like to learn and to remember. There are also the technical words required for comprehension of references in our present courses.

One of the most effective ways to learn new words is to be alert to important words which we meet in our everyday reading, listening, and conversation. Some of these words we learn naturally as we see or hear them in relation to familiar ideas. Others we have to make a special effort to associate with words and meanings already familiar to us.

We can improve our vocabulary in two ways: (1) by learning words as we read; and (2) by drilling on separate words or lists of words. Of these two methods, the first is by far the better.

There are several reasons why words are best learned as we read. Words can be really understood only in the context in which they are used. For example, in one sentence air may mean a tune or melody; in another sentence it may mean the atmosphere. Then, too, it is more enjoyable to learn the meaning of words while we are reading than to drill on a separate list. In our reading, we feel a need to know the meaning of words, and we get a sense of satisfaction from being able to understand each sentence. Thus we are more likely to remember a word when we have learned its meaning in context than when we have learned it in a list.

Every day our reading offers plenty of opportunity for vocabulary study. We are always coming upon unfamiliar words, and should make a point of trying to work out the meaning of each of them from the context. For example, if in this last sentence context is new to us, we ought to be able to guess that it means something like "the place where it is" or "the way it is used," for either of these phrases would make sense in the place of the word context. Most of our vocabulary is learned in this way--just by getting the general sense of the word. But we can be still surer of the meaning if we study the way the word is built. Context is built of two parts--con and text. Latin students know that con means "together" and that text, like textile, comes from a verb meaning "weave." So context is something woven together. In the context of a book, it is words that are woven together.

Vocabulary improvement may require special word study in addition to extensive reading. One of the most popular and helpful word drills is the following: When you come to an unfamiliar word in your reading, first try to get its meaning from context. Later look up the word in the dictionary and write it on one side of a small card; on the other side write the definition of the word and a sentence in which the word is used. You will soon collect a pack of vocabulary cards with which you can play solitaire. The rules of the game are to glance at the word on each card, test yourself on the meaning, and check the definition on the back of the card. You will put all the words you know in one pile and all the unfamiliar words in another pile. Soon you will have mastered all these words. You will be able to use them anywhere, any time, as tools of thought.

How about the technical words which you need to learn for your courses? As you read, you recognize the key words. You note how they are used in the context and relate them to the ideas they help express. To be certain you know and remember their meanings, use the card game just described; on the back of the card, write the sentence in which you found the word. You can also use these words in discussing your work with other students taking the same courses. Apply them to the practical experiences you are having. These are ways to build a meaningful technical vocabulary in each field of study.

A good vocabulary alone will not insure efficient reading. But word knowledge is as necessary for reading as gasoline is for motoring. If we know the words that are used, or have the ability to derive their correct meaning from context, we can go far and fast in reading.

11. Filmstrips to Aid Vocabulary Growth

Reading status of class: all grade levels

Materials used: filmstrips, available from Audio-Visual Department

Procedure. A series of six color filmstrips may be used for increasing vocabulary skills. Each filmstrip gives the students the opportunity to read out loud in class as well as knowledge about word-building methods. Each filmstrip may be used as an introduction, a review, or a springboard for other class activities. Each takes from 10-15 minutes to show.

1. Synonyms (422 FS1)

   The filmstrip includes examples of antonyms, homonyms, and multi-meaning words as well as synonyms.

2. Word Building (422 FS2)

   This filmstrip concentrates on structural analysis, with use of common prefixes, suffixes, and roots.

3. Meanings Change (422 FS3)

   A semi-semantics approach is used in which the students are shown how words acquire different kinds of meaning through use.

4. Word Origins (422 FS4)

   The major emphasis here is on the sources of words, with original meanings stressed.

5. From Other Languages (422 FS5)

   English is derived from many sources. This filmstrip shows how a variety of languages have influenced English as a language.

6. From Latin and Greek (422 FS6)

   This filmstrip is part structural analysis, with its emphasis on Latin and Greek roots, and part history of the English language, showing how much of our language stems from these two sources.

F. Using the Dictionary Effectively and Habitually

Practices Page

1. Basic Use of the Dictionary 129
2. Using the Pronunciation Key in the Dictionary 131
3. Using the Dictionary 133
4. Abbreviations 135
5. Words with the Same Suffix 137
6. Words Borrowed from Other Countries 139
7. Foreign Words We Use Often 141
8. Applying Vocabulary Skills 143

1. Basic Use of the Dictionary

Reading status of class: at grade level and below

Materials used: dictionaries, teacher questions

Procedure. The specific skills are underlined. Methods of teaching them follow:

1. How to find a word in the dictionary

   Pupils should observe the number of pages in the book, the half-way place in terms of the first letters used on the page, the first-quarter place and the third-quarter place. Students should note which letter will come in the first quarter, second quarter, and so on. Students should practice opening the dictionary as closely as they can come to the exact letter they are looking for.

2. How to find a word on a page

   Students should be taught to use the guide words at the top of the page in locating a word on that page. They should understand that the word at the top of the left column is the first word on the page and that the word at the top of the right column is the last word on the page. For example, in trying to find the word "umpire", the student should not use a page from which the guide words are ugly and ulcer; he should proceed to a page in which the guide words might be umlaut and unable.

3. How to determine the pronunciation of the word

   Either at the bottom of the page on which the word is found, or at the bottom of the next page, is found a key to the pronunciation of each vowel sound, consonant blend, or other sound-variant letter. From this key, the student is able to determine the pronunciation of the word. Such an exercise may be found immediately following this.

4. How to determine what the word means

   Students will find that most words have two or more definitions given. Many of the exercises in determining meaning from context are pertinent here. Sometimes it is helpful to notice what part of speech the word is in its various meanings.

2. Using the Pronunciation Key in the Dictionary

Reading status of class: all grade levels

Materials used: Test IV, Interpreting Phonetic Symbols, by Dr. McCullough

Procedure. This test may be used very successfully as a device for teaching the students how to use the pronunciation key in the dictionary. Care should be taken to pronounce all of the words in the Key distinctly and loudly. Then the students should work on their own to determine which diacritical markings apply. Results should be compared out loud at the end of the period.

SAMPLE: poke pŏk pōk pouk pŭk

---

lāte hăt fär m câre wĕt wē hïd hīde nŏt ōld hôrse fo͝ot mo͞on

oil out ŭs ūse tûrn tak$\underset{\text{ə}}{\text{e}}$n

1.	sharp	shârp	shärp	shārp	shărp	16.	float	flăt	flŏt	flōt	flôt
2.	raise	räz	râz	rāz	räz	17.	cure	ko͝or	kūr	kŭr	ko͞or
3.	fact	fākt	fâkt	fȧkt	făkt	18.	pray	prä	pră	prā	prâ
4.	move	mo͞ov	mōv	mŏv	môv	19.	home	hōm	houm	hŏm	hôm
5.	tame	tām	tăm	tâm	tam	20.	joy	jai	jei	joi	jô
6.	weigh	wä	wâ	wă	wā	21.	bunch	būnch	bŭnch	bo͝onch	bo͞onch
7.	belt	bēlt	bûlt	bĕlt	b$\underset{\text{ə}}{\text{e}}$lt	22.	blow	blou	blŏ	blô	blō
8.	crawl	krăl	krôl	krōl	krŏl	23.	dare	dâr	där	dăr	dār
9.	cheese	chĭz	chĕz	chēz	chûz	24.	field	fĭld	fēld	fĕld	fûld
10.	weak	wēk	wĭk	wĕk	wêk	25.	corn	koin	koun	kŏrn	kôrn
11.	fins	fēnz	fĭnz	fīnz	fĕnz	26.	could	kŭd	ko͞od	kŏd	ko͝od
12.	foot	fōt	fŏt	fôt	fo͝ot	27.	fern	färn	fûrn	fērn	fĕrn
13.	while	hwīl	hwĭl	hwēl	hwĕl	28.	found	foind	fōnd	found	fŏnd
14.	coin	kōn	kŏn	kôn	koin	29.	later	lāt$\underset{\text{ə}}{\text{e}}$r	lātĕr	lātēr	lātar
15.	stock	stōk	stŏk	stôk	stŭk	30.	caught	kăt	kät	kŏt	kôt

ANSWER KEY FOR TEST IV. Interpreting Phonetic Symbols

	Answer	Symbol Tested		Answer	Symbol Tested
1.	shärp	ä	16.	flōt	ō
2.	rāz	ā	17.	kūr	ū
3.	făkt	ă	18.	prā	ā
4.	mo͞ov	o͞o	19.	hōm	ō
5.	tām	ā	20.	joi	oi
6.	wā	ā	21.	bŭnch	ŭ
7.	bĕlt	ĕ	22.	blō	ō
8.	krôl	ô	23.	dâr	â
9.	chēz	ē	24.	fēld	ē
0.	wēk	ē	25.	kôrn	ô
1.	fīn	ī	26.	ko͝od	o͝o
2.	fo͝ot	o͝o	27.	fûrn	û
3.	hwīl	ī	28.	found	ou
4.	koin	oi	29.	lāter ə	
5.	stŏk	ŏ	30.	kôt	ô

This test requires learnings which are usually not well developed until well into the fourth or fifth reader level. For this reason it is probably not very profitable to administer the test below fifth reader level. A student at fifth reader level may have forgotten some of these new learnings. By recording the kind of item the student missed on this test, the teacher can stress these lost learnings. Exercises in the fourth reader manuals of a reader series can be adapted to the student's needs, supplementing any review offered at fifth reader level.

This kind of test has new significance as publishers who produce school dictionaries vary more and more widely in the pronunciation keys they offer. A student must know how to use ANY pronunciation key, whether it happens to be the one on which he was trained, or another new to him. If lack of adaptation is revealed in the test results, extension of the student's experience to the study of more than one set of symbols is indicated.

The skills examined in Test II, Phonetic Discrimination, and Test V, Matching Letters to Vowel Sounds, are prerequisite to substantial success on this test.

3. Using the Dictionary

Reading status of class: at grade level and above

Materials used: worksheet

Procedure. It should be emphasized in this exercise and in all of the dictionary exercises that learning the information requested is not the goal of the exercise. The student is to learn how to use the dictionary; he is looking up certain facts to find out how the dictionary is organized, what types of information it contains, and how this reference tool can be useful to him. It is strongly suggested that the students never be given a test on the question content; any testing situation should be centered around practice of the skills being learned.

INSTRUCTIONS: 1. Use a separate piece of paper for your answers.
2. Read the paragraph entitled "Information in the Dictionary."
3. Write the answers to the fifteen questions which follow it.

Information in the Dictionary

Many people consult the dictionary only when they want the meaning, the spelling, or the pronunciation of a word. Dictionaries can also provide you with many other kinds of information. This exercise will point out some of these, and acquaint you with the arrangement and content of your dictionary. The table of contents of your dictionary will help you find the answers.

1. What is the full title of the dictionary?

2. Who is the publisher?

3. Is there a section on pronunciation? What is it called? On what page is it?

4. Where can you find abbreviations -- in the body of the text or in the back of the book? If they are in a separate section, give the name of that section.

5. Where do you find signs and symbols? If they are in a separate section, give the name and pages of that section.

6. Where are spelling rules indicated? What is the name of this section?

7. Where can you find the rules for punctuation and capitalization?

8. Where do you look for Columbus, Galileo and Einstein -- in the main body of the text or in a special section?

9. How do you find the location and population of Kabul? Give the pages of the entire section in which you find this information.

10. Can you locate characters from mythology and from the Bible? In what section will you find Apollo and Solomon?

11. What does the abbreviation R.S.V.P. mean? Give the English meaning.

12. What is the population of the city of Bombay?

13. Who was Minerva?

14. What are the plurals of the following words: addendum, axis, crisis, datum?

15. Where is Nepal?

4. Abbreviations

Reading status of class: at grade level and above

Materials used: Worksheet

Procedure. The students should be encouraged to share their findings about the different places in different dictionaries where these items can be found.

INSTRUCTIONS:
1. Use a separate piece of paper for your answers.
2. With the help of the dictionary, find the meanings of the commonly used abbreviations given below. Write the abbreviation and its meaning on a separate sheet of paper.
3. Part I should be completed by all students. Those who finish Part I should do Part II for additional credit.

Part I

1. p.m.
2. a.m.
3. etc.
4. P.S.T.
5. D.S.T.
6. Ph. D.
7. D.D.S.
8. M.D.
9. B.A.
10. M.A.
11. Lt.
12. Col.
13. U.N.
14. F.M.
15. A.D.
16. B.C.
17. A.F. of L.-- C.I.O.
18. A.A.A.
19. FBI
20. R.O.T.C.

Part II

1. UNESCO
2. R.S.V.P.
3. NAACP
4. CIA
5. pp.
6. vol.
7. ill.
8. no.
9. S.P.C.A.
10. f.o.b.
11. TVA
12. FHA
13. C.P.A.
14. CAP
15. CP
16. FCC
17. ICC
18. DT
19. DDT
20. P.R.

5. Words with the Same Suffix

Reading status of class: at grade level and above

Materials used: worksheet

Procedure. The students will also find out much information about root words in the course of this exercise. They should be encouraged to make use of this by indicating other words which make use of the same roots.

INSTRUCTIONS:
1. Use a separate sheet of paper for your answers.
2. **-OLOGY** is a suffix or word ending which denotes a science or branch of knowledge. For example, **pharmacology** is the "science of the action of medicines, their preparation and effects." Use the dictionary to find what science each of the following words denotes.

1. theology
2. cosmology
3. astrology
4. biology
5. anthropology
6. archeology
7. sociology
8. psychology
9. physiology
10. neurology
11. hematology
12. pathology
13. histology
14. dermatology
15. ophthalmology
16. zoology
17. entomology
18. ichthyology
19. geology
20. paleontology
21. topology
22. mineralogy
23. meteorology
24. philology
25. etymology
26. phrenology
27. mythology
28. demonology
29. ethnology
30. herpetology

6. Words Borrowed from Other Countries

Reading status of class: at grade level and above

Materials used: worksheet

Procedure. This particular worksheet correlates very well with a filmstrip on Words from Other Languages (422 FS5) in developing the realization that English gains much of its flavor by borrowing words from many sources.

INSTRUCTIONS:
1. Use a separate piece of paper for your answers.
2. With the help of a dictionary, find out from what country we "borrowed" the following words.
3. In the dictionary, the country from which a word comes is shown in square brackets [ ]. However, the country is usually abbreviated. Look under "Abbreviations Used in This Work" section in the dictionary to find what countries the abbreviations represent. Write the word and the country we "borrowed" it from on your paper.

Part I

1. shampoo
2. adobe
3. embargo
4. paraffin
5. cobalt
6. parole
7. rendezvous
8. rococo
9. piazza
10. regatta
11. Kayak
12. succotash
13. hominy
14. pongee
15. kowtow
16. ketchup
17. boomerang
18. zebra
19. pogrom
20. samovar

Part II

When you complete Part I, choose ten of the above words and use them in sentences.

7. Foreign Words We Use Often

Reading status of class: at grade level and above

Materials used: list of foreign terms, on chalkboard

Procedure. This is a good short exercise. To the class: Many words and phrases, usually idioms, in the languages of other countries are used in English in their foreign language form because there is no English translation with exactly the same connotation. You will find the most common of these terms defined in the body of the dictionary, where they are usually distinguished from English words by a parallel sign preceding them. Others are given in a separate section. Find out what these terms mean and make up a sentence using each correctly.

1. carpe diem
2. ipso facto
3. pro tempore
4. a la mode
5. hoi polloi
6. faux pas
7. nouveau riche
8. ad hoc
9. verbatim
10. sine qua non

8. Applying Vocabulary Skills

Reading status of class: at grade level and above

Materials used: worksheet

Procedure. Part I requires both interpretation of meaning from context and intelligent application of the dictionary entries. Since many of the incorrect entries sound like the words that might well be used in the sentence, this section also requires the student to discriminate among words that are similar in form and sound.

Parts II and III deal more specifically with the development of accurate and extensive vocabularies.

INSTRUCTIONS:
1. Use a separate piece of paper for your answers.
2. Part I should be completed carefully before you try Part II. Read the instructions for Part II and Part III before you start to do them.
3. Instructions for Part I: Using your dictionary, decide whether the underlined words are used correctly or not. Answer Yes or No.

Part I

1. She used brigantine to make her hair more lustrous.
2. The behavior of a prying, inquisitive neighbor can best be described as mettlesome.
3. The facade of a theatre is usually more ornate than that of a bank.
4. A seagoing airplane uses platoons to land on water.
5. From the slight evidence, he could only conjecture about what had actually happened.
6. Being self-centered, she showed little compassion for the suffering of others.
7. The potter removed the clay from the kiln.
8. The car had an autocratic transmission.
9. I did my best to ameliorate the situation.
10. They owed considerable money on the promontory note they had signed.
11. The architect designed a house with a spacious savanna.
12. The sailor was commanded to climb up the rigamarole.
13. The avaricious dog had to be shot.
14. He was the spirit of generosity incarnate.
15. The columns of the Greek temple formed a handsome pillory.
16. They ate until they were glutted.

Part II. Place the words used incorrectly in Part I sentences in the proper spaces below. Do NOT rewrite the sentence. Write the word only on your paper.

1. The house was built on a high________________overlooking the sea.
2. A colonial lawbreaker was frequently locked in a _______________.
3. All dictators can be said to be _______________.
4. With its two masts and square mainsail, the ship classified as a ________________.
5. The lieutenants in charge of the various _______________ of soldiers gave the orders.
6. Their talk was silly, the worst kind of _______________ she had ever heard.
7. Horses are usually _________________ animals.
8. Which of the two misers was the more _______________.
9. In some parts of the South, a treeless plain is called a __________.

Part III. Match the words used correctly in the sentences in Part I with their proper definitions given below. Do not rewrite the definitions. Number your paper and write the words which these definitions match after the numbers.

1. personified; invested with bodily nature and form
2. to improve
3. filled to the brim; to oversupply
4. stove used for baking clay
5. guess
6. front or face of a building
7. sympathy

SUPPLEMENT TO PRACTICES IN DEVELOPMENTAL READING

Table of Contents

Page

The Teaching of Vocabulary Skills 147

Current Practices in the Teaching of Phonics 149

Reference Lists for Phonics Instruction

- Consonants 159
- Consonant Blends 160
- "A" Sounds and Words 161
- "E" Sounds and Words 162
- "I" Sounds and Words 163
- "O" Sounds and Words 164
- "U" Sounds and Words 165
- "Y" Sounds and Words; Words with Vowel Digraphs 166
- Special Vowel Sounds 167
- "Ch"; A Spelling Rule: Homonyms; Regular Irregularities 168
- Common Words with Unusual Spellings; Dividing Words into Syllables; A Test 169

Instruction in Word Study in the Senior High School 170

Helping Students Analyze the Structure of Words 171

Stages of Progress in Analyzing the Structure of Words 173

A Guide to Vocabulary Materials in Commonly Used Textbooks 175

Bibliography for Teacher Reference on Vocabulary Skills 179

Other San Francisco Unified School District Publications on Reading Instruction 181

THE TEACHING OF VOCABULARY SKILLS

A basic component of reading ability at any level is a sure grasp of vocabulary skills. While it is true that students who are below grade level in reading need intensive work in word recognition and methods of obtaining word meaning, all students can profit from instruction which enlarges their meaning vocabularies and deepens their knowledge of the power of words.

It is suggested that the following emphasis be placed in the distribution of vocabulary work:

I. Work for below average classes
  A. Using word attack techniques (special stress)
    1. Using phonetic skills
    2. Analyzing the structure of words
    3. Recognizing similarities and differences in word form
  B. Interpreting meaning from context
  C. Developing an extensive and accurate vocabulary
  D. Basic techniques of using the dictionary

II. Work for average classes
  A. Interpreting meaning from context
  B. Developing an extensive and accurate vocabulary
  C. Using the dictionary as a supplement

III. Work for above average classes
  A. Developing an extensive and accurate vocabulary
  B. Using the dictionary as a supplement

Specific vocabulary skills:

A. "Word attack" is a term used to describe basic word perception skills, including phonetic and structural analysis. This term is simply an inclusive label which covers all of the ways in which a student may figure out what a given word is and what it means.

Specific vocabulary skills (continued):

B. "Phonetic analysis" is the division of a word into its sounding parts for the purpose of pronunciation. It is necessary for the student to know what sounds different letters and letter combinations make; it is necessary that the student be able to discriminate among these sounds when he hears them and when he says them himself after having read the letters. Phonetic analysis does not guarantee that the student will be able to tell the meaning of the word. If, however, the word is in his speaking vocabulary, he will have little difficulty. If the word is not, he will apply the word attack technique of structural analysis.

C. "Structural analysis" involves identifying the meaning units within a word and seeing the relationship among them. In using structural analysis, the student recognizes and uses knowledge of root words, compound forms, prefixes, suffixes, and inflectional endings.

D. "Recognizing similar word forms" is the use of memories of familiar word forms which are aids to independence in the recognition of words. This skill also involves accurate discrimination between forms which are somewhat similar but have entirely different meanings.

E. "Interpreting meaning from context" means recognizing the meaning of an unknown word through an association of that word with the meaning of the material which came before and after it.

F. "Dictionary skills" usually involve at least two levels of training. The basic level attempts to teach the student what the dictionary is and how to use it to locate definitions of words. At a more advanced level, instruction is concerned with practice in using all of the many features of a collegiate dictionary.

All of these skills lead to accurate word perception, which involves:

1. simultaneous association of form, sound, and meaning
2. adequate auditory and visual word discrimination
3. formation of clear memory image
4. repeated recognition until instantaneous perception occurs
5. enrichment of meaning association

CURRENT PRACTICES IN THE TEACHING OF PHONICS

WHAT TO TEACH

A recently formulated course of study sums up the following main phonetic analysis skills needed by children:

(1) A knowledge that words are made up of sounds
(2) Sufficient auditory and visual discrimination to hear and see likenesses and differences in words
(3) A knowledge of consonant sounds: Initial, final consonant speech sounds, initial blends, final blends
(4) A knowledge of long and short vowel sounds: vowel blends
(5) A knowledge of common word elements
(6) A knowledge of the commonest prefixes and suffixes
(7) A knowledge of how to separate words into syllables
(8) A knowledge of a few common rules (not to be memorized)
(9) A knowledge of word-building
(10) A knowledge of how to use the dictionary (higher grades)

LEARNING EXPERIENCES

The learning experiences suggested below are representative of courses of study and teachers' guides now in use in schools throughout the country. They are learning experiences about which here is general agreement among reading authorities and represent current practices in the teaching of phonics as a part of the word recognition program in reading. Note the readiness character of the early experiences.

Pre-Reading Level

(1) Matching pictures, objects, colors, words
(2) Auditory games: Listening for different sounds with closed eyes.
Detecting differences in words spoken by the teacher in pairs (house, mouse)
Identifying similarities in the sounds of rhyming words
(3) Imitating sounds of animals and toys
(4) Repeating jingles designed to improve enunciation and pronunciation
(5) Pronouncing words beginning with b, r, j, l, c, s, st, w
(6) Pronouncing plural and possessive forms made by adding s or 's

Pre-Primer Level

(1) Matching objects with words
(2) Matching pictures with words, phrases, sentences
(3) Developing a sight vocabulary of about 60 words
(4) Listening to rhymes, stories, poems
(5) Saying rhymes, selecting rhyming words
(6) Auditory games: Distinguishing individual voices
    Tapping games
    Tone games
    Sorting simultaneous sounds
(7) Supplying words in oral context

Primer Level

(1) Supplying words in oral and printed context
(2) Recognizing known parts of compound words
(3) Identifying variant s, d, ed, ing forms of known words
(4) Identifying stems in known variant words ending in s, d, ed, ing
(5) Recognizing several plural and possessive forms made by adding s and 's to known words
(6) Matching words, phrases, sentences, rhyming words
(7) Completing rhymes, composing rhymes
(8) Recognizing like and unlike sentence units
(9) Noting sound of words that begin alike
(10) Selecting words beginning with the same initial consonant or consonant speech sounds: b, d, f, g, h, l, m, n, p, r, s, t, w, ch, sh, th, wh

First Reader Level

(1) Distinguishing between similar words often confused. Examples:
    could
    would
    should

    through
    though
    thought

    there
    where

    then
    when

    was
    saw

    something
    someone
    sometimes
(2) Identifying known words in new compound words
(3) Identifying new words in known compound words
(4) Identifying little words in big words. (Caution: This should be done in terms of the structure and sound of the big words)
(5) Identifying basic words in derived words
(6) Recognizing the contraction don't
(7) Recognizing plurals and possessives of known words
(8) Identifying variants of known words

First Reader Level (continued)

(9) Selecting words with the same initial consonants and consonant speech sounds: *b*, *c*, *d*, *f*, *g*, *h*, *j*, *k*, *l*, *m*, *n*, *p*, *r*, *s*, *t*, *w*, *ch*, *sh*, *th*, *wh*

(10) Matching rhyming words, completing rhymes, composing rhymes

(11) Using speech sounds to imitate birds, animals, wind

(12) Successfully substituting initial consonants to make new words from known words

(13) Adding new words to sight vocabulary

(14) Associating numbers in a series with spoken and written symbols

(15) Perceiving final consonants *l*, *m*, *n*, *t*, *d*, *s*

(16) Taking responsibility for using simple analysis techniques to attack unfamiliar words before asking for help

(17) Knowing the alphabet

Second Reader Level

(1) Identifying known parts of words

(2) Combining known words to form new compound words

(3) Recognizing varied forms of known words

(4) Recognizing new words appearing as stems of known words that end in *ed*, *d*, *s*, *ing*

(5) Recognizing new words appearing as variants of known words to which have been added *ed*, *d*, *s*, *es*, or *ing*

(6) Recognizing different sounds of *ed* (as in looked, played, wanted)

(7) Recognizing contractions (I'll, don't, let's, didn't, can't)

(8) Recognizing and fusing the *appearance and sound* of initial and final consonants; using them effectively in attacking new words in context.

(9) Building new words by adding or substituting initial and final consonants, using known words

(10) Generalizing sounds of initial consonants

(11) Perceiving initial and final speech consonants

(12) Perceiving sounds of consonant blends - *dr*, *tr*, *fr*, *fl*, *bl*, *cl*, *sl*, *st*, *sw*, *sn*, *sm* and using them in word attack

(13) Perceiving sounds of digraph - *ch*, *sh*, *wh*, *th* - and using them in word attack

(14) Discriminating between long and short vowel sounds

(15) Identifying silent letters (silent e first)

(16) Recognizing the fact that different letters may represent the same sound (f, ph)

(17) Associating the term vowels with symbols

(18) Learning the sounds of long and short a, e, i, o, u and y

(19) Learning the sounds of oa, ea, ai, ay, and applying the rule that when they are used in a word, the first vowel is usually long and the second vowel is silent

(20) Applying phonetic knowledge independently in attacking new words in context

(21) Combining context clues with phonetic analysis in recognizing new words

(22) Evaluating own progress

(23) Increasing vocabulary, with special appreciation of sound and color words, rhythm

(24) Listening to poetry with appreciation

Third Reader Level

(1) Using context clues to check phonetic analysis of words; to check meaning

(2) Using phonetic analysis to check context clues

(3) Building new compound words by combining known words

(4) Recognizing varied forms of known words when they appear as compound words or as parts of compound words

(5) Recognizing smaller words in longer known words

(6) Discriminating between consonants and vowels

(7) Continuing to apply knowledge of the variant endings ed, d, s, and ing in attacking new words in context

(8) Recognizing new words appearing as stems of familiar words ending in y, ly, er, est

(9) Recognizing new words appearing as variants of known words to which have been added y, ly, er, est

(10) Applying the rule that when ing is added to a word ending in silent e, the e is usually dropped.

(11) Applying the rule that we double the final consonant when ing, ed, er, or y is added to a word ending in a single consonant following a single vowel.

(12) Applying the rule that we change y to i when er, est, ed or ly is added to a word ending in y following a consonant; that we drop the y when ing is added

Third Reader Level (continued)

(13) Adding suffixes (ly, est, er, ful, ed, ily, able, en) to known words to make new words; recognizing them when attacking new words

(14) Discriminating between one-, two-, and three-syllable words

(15) Adding prefixes (re, un, be) to known words, recognizing these when attacking new words

(16) Applying the rule that a word with a double consonant is divided into syllables between these consonants but only one syllable is pronounced

(17) Pronouncing ed as a separate syllable when it is added to a word ending in d or t

(18) Recognizing contractions (I'm, what's, we're, that's, haven't, there's, couldn't, they're, aren't, wouldn't, hadn't, isn't, it's, he's, doesn't, we'll, wasn't, where's)

(19) Using new blends - cr, pr, br, pl, sp - in making new words and in attacking new words

(20) Identifying hard and soft c; learning that c is usually soft when followed by e, i, or y

(21) Identifying hard and soft g; learning that g is usually sounded like j when followed by e, i, or y

(22) Learning sounds of al, aw, oi, oy, ou, ow, ar, er, ir, ur, oo

(23) Identifying silent vowels, silent consonants

(24) Identifying the long vowel and the silent vowel in a one-syllable word with two or more vowels

(25) Learning that the vowel in a one-syllable word is usually short

(26) Alphabetizing words by the first letter

(27) Identifying accented, unaccented syllables

Fourth Reader Level (Related to learning to use the dictionary)

(1) Reviewing third grade work

(2) Recognizing different letter combinations as representing the same sound

(3) Recognizing prefixes, suffixes, antonyms, synonyms, homonyms, abbreviations

(4) Alphabetizing by first and second letters

(5) Identifying syllables in a word

Fourth Reader Level (continued) (Related to learning to use the dictionary)

(6) Syllabizing any word
(7) Using guide words in dictionary
(8) Using phonetic spelling and diacritical marks in working out the pronunciation of words
(9) Indicating accent, long and short vowels, in words
(10) Applying knowledges gained in attack on unfamiliar words

Upper Grade Levels

(1) Reviewing and extending work of previous grades
(2) Receiving individual attention
(3) Practicing functional phonetic analysis daily
(4) Reading short, interesting stories

SUGGESTIONS TEACHERS MAY FIND HELPFUL

For developing increasing sensitivity to sounds and sound relationships (this kind of training should begin with the earliest school experiences)

(1) Listening to sounds in the environment (clock, wind, bells); becoming aware; learning to identify; comparing; developing concepts of louder, softer, shrill, sweet, clang, etc.
(2) Use of rhymes; listening to rhymes, creating rhymes, learning rhymes, playing games with rhymes
(3) Music; songs, instruments, rhymes
(4) Stories and poems with marked rhythmic quality (Milne, Kipling, etc.)
(5) Likenesses and differences noted in word beginnings and endings

Conditions for presentation of phonetic training:

(1) Both phonic readiness and reading readiness should precede work in phonics
(2) Ear-training always precedes eye-training
(3) Children should have a reading vocabulary of 200 to 300 words
(4) They should understand that words read from left to right
(5) Never give drill words in column form. Space them across the page or blackboard
(6) Encourage the habit of comparing words to note likenesses and differences
(7) Train children to distinguish through the ear the different sound elements of words

Conditions for presentation of phonetic training (continued)

(8) Give practice in deriving the sound from words in their own reading vocabulary

(9) Give practice on only the most frequent phonetic elements

(10) Remember the 4 chief methods of word attack; context clue; wordform clue; phonetic knowledge; word analysis

For attacking new and unfamiliar words:

(1) Build up a usable sight vocabulary first

(2) Avoid over-dependence on any one aid to word recognition

(3) Develop a feeling for sound

(4) Avoid too detailed habits of attack

(5) Try every clue before asking for help

(6) Help should be based on difficulties encountered

(7) Compare confused word (came, come; woman, women; ever, every, very)

(8) Finding smaller words in larger ones is helpful only if the smaller word helps pronounce the larger one (wheat, eat - not at; this - not his or is

(9) Short sounds of vowels before long sounds (because they occur more frequently.)

For developing ability to apply procedures for word analysis

(1) Look for words with the same consonant blend (brown, broke)

(2) Fill blanks with words often confused

(3) Find two little words in a big one (under and stand in understand - not is or his in this, or are from compare. Little words must be units or must sound the same in the big word

(4) Add endings to known words

(5) Fill blanks in sentences

(6) Illustrate with pictures (truck, track, trick)

For "First letters":

(1) Teach first the letters that are easy to remember and simple to make: a, c, o, f, e, i, l, r

(2) Follow with d, s, h, k, t, u

(3) Next teach b, m, n, v, w, x, and z

(4) Final group: g, j, p, q, and y

(5) As soon as a child can name a letter on sight, teach him to write it as he says it

For introducing word analysis to grades two and three:

(1) Phonic readiness as well as reading readiness should precede this work

(2) Ear-training always precedes eye-training (Some children need one, some the other, some both)

(3) Relying on one method leads to difficulties

(4) Facility results from using a variety of skills

(5) Use context clues, word-form clues, phonetic knowledge, word analysis

For helping the child see phonics as a practical aid in his reading:

(1) Avoid presenting abstract sounds. Ar, as in star, should always be presented as part of the word, not as a "mysterious entity" to be learned separately.

(2) Do the same for single letter sounds

(3) Use words that are a part of the child's vocabulary

(4) Give children a chance to apply and test their knowledge of phonetics by reading signs, labels, directions

(5) Never focus the attention of the whole class on the difficulties of one child

(6) Keep developing the other word recognition techniques along with phonics. The skills are interrelated and reinforce one another. The sight vocabulary carries the reader along, context clues fill in the gaps, phonics do the rest

For teaching the slow learner:

(1) Build up a sight vocabulary that enables the child to read with some facility

(2) Avoid rules for phonics (Most slow learners are unable to draw generalizations, hence rules are meaningless to them)

(3) Words illustrating the sounds should be drawn from the reading material

(4) Introduce phonetic elements one at a time and not too frequently

(5) Bear in mind that hurried teaching does more harm than good

(6) Stress the use of context clues as an aid to and check on phonetic analysis

(7) Never let the work in phonics degenerate into **mere** perfunctory drill

(8) Oral work is best for checking progress as well as faulty habits of word attack

(9) Slow learners are especially prone to repeat their mistakes

For helping the hard-of-hearing child:

(1) Vowels are easiest to hear, hardest to "see"

(2) Consonants are easiest to "see," hardest to hear

(3) The lip-reading child's greatest problem is presented by homophenes, words that look alike (big, pig, pink, mink, pick) p and b are formed by shutting the lips in the same way

(4) Since there are only about 15 basic consonant movements, the child with impaired hearing is easily confused

(5) Do not repeat a word that has been misunderstood; put it in a sentence where it will have meaning

(6) A simple phrase may often be more readily understood than a word or two words

(7) Urge the child to use all the hearing he has. Have him listen for train whistles, etc.

(8) Make fuss use of music, word repetition, rhyme

(9) Give the hard-of-hearing child understanding, not sympathy

(10) Make use of all senses, to compensate for lessened hearing ability

For dealing with "guessers":

("Guessers" watch the teacher's face, which tells instantly whether the guess is right or wrong.)

(1) Teach the child the sounds of the letters and he can figure out a phonetic word

(2) Use sounding of letters to check guesses from context (non-phonetic words)

(3) Repeatedly associate word form and word sound

(4) Give attention to monosyllablic phonics in third grade, defer polysyllabic phonics until the fourth year, if third graders have not learned to attack words successfully

(It is well to note the suggestions given in the manual that accompanies the basal text for a specific grade or stage in reading.)

For helping children over the "fourth-grade hump":

(1) Word meaning must precede pronunciation

(2) Pronounce unfamiliar words for the class, explain the meaning, have them pronounce it

For helping children over the "fourth-grade hump": (continued)

(3) Ask for volunteers on "recognized" words
(4) Do not cripple readers by recognizing their words for them
(5) Consider monosyllables and polysyllables separately
(6) Have pupils look for two parts (school house) in compound words
(7) Teach these suffixes: ed, er, est, es, ly, ness
(8) Break the polysyllable into parts; call attention to prefix or suffix
(9) Use the blackboard for graphic demonstration
(10) Have a little "sounding out" but don't let it get boring
(11) Challenge pupils to work out a word by themselves once in a while

For helping intermediate grade pupils:

(1) Make phonetic training incidental
(2) Do not leave skill in word discrimination to chance
(3) Present only the word elements which will be useful to the pupils in his current reading
(4) Vary the amount of instruction with the needs of the children
(5) Teach word elements as part of word wholes
(6) Give a brush-up on vowel and consonant sounds, the principles of word structure, diacritical markings, dictionary key to pronunciation

Consonants

Say the consonants; then sound them.

b c d f g h j k l m n p qu r s t v w x y z
c g s

c says s before e i y: cent, city, mice, cycle
c says k before a o u: cat, cow, cut

g says g before a o u: game, go, gum
g says j at the end of a word or before e: age, bridge, George

The long vowels say their names: ā ē ī ō ū

The short vowels are sounded as in: "Fat Ed is not up."
a e i o u

a also says ah (ȧ)

Special vowel sounds are: oo book oo boot
ou ouch oy, oi boy aw, au paw

Special consonant sounds are: th thimble; ch chick; -ng ring;
sh ship; wh wheel

Vowel digraphs usually say the long sound of the first letter:

ā	ē	ī	ō	ū
ai wait	ee see	ie pie	oa oat	ue true
ay say	ea sea		oe toe	ui fruit
			ow snow	

Also: ei and ey say ā or ē: eight, receive

ie says ī or ē: pie, believe

ew and eu say ū or o͞o: few, feud

One vowel followed by one or two consonants is short. Add an "e" and the vowel in the middle of the word becomes long. The final "e" is silent.

rat	pet	sit	not	cut
rate	Pete	site	note	cute

Consonant Blends

br
cr
fr
dr
gr
pr
tr
thr
shr
sp
spr
st
str
sc
scr

chr (kr)
sch (sk)
bl
cl
fl
gl
sl
pl
spl
sk
sm
sn
sw
squ
tw

wr (r)
kn (n)
gn (n)
ps (s)
ph (f)
gh (f, g, or silent)
rh (r)
gu (g)
ti
si > (sh)
ci
le says (əl)
ble fle ple zle
cle gle sle
dle kle tle

Combine each consonant with long and short vowels:

ba bi bo be bu; ca ce ci co cu; da de di do du;
fa fe fi fo fu; ga ge gi go gu; ha he hi ho hu;
ja je jo ji ju; ki ka ke ko ku; lu li le lo la;
me ma mi mo mu; no nu ni ne na; pa pe pi pu po;
ri re ra ru ro; si se sa su so; ta te ti to tu;
ve va vu vi vo; wi we wa wu wo; ya yo ye yi yu;
za zi zu zo za

Combine each consonant blend with long and short vowels:

tr
dr
cr
spr
pr
ch
gl
pl

a
e
i
o
u

st
br
shr
sl
dr
sp
st
sm

th
scr
wh
sh
spr
fl
bl
gl

sch

ake
ape
ain
ool
oop
eeze
ill
ell

ese
eam
oon
out
ing
aze
en
ade

"A" Sounds and Words

A/a sounds

at ate
am ame
an ane
as ase
ax
ap ape
ad ade
af afe
ag age
ak ake
al ale
ac ace
ab abe
av ave
az aze
ar are

ack ash
act asp
aff ast
aft and
amp ānge
ant āste
ance āthe
anch ank
adge sang
atch al
ath

ȧ sound

al arm
alt arn
all art
arc arb
ark arp
ard arge
arl

A Words

cab
pad
lad
sad
mad
bag
rag
pal
ham
ram
jam
nab
man
ran
pan
fan
slap
clap
flap
map
scrap
has
class
mass
glass
pass
brass
grass
hat
sat

chat
rat
tax
babe
face
lace
space
fade
wade
made
blade
safe
cage
rage
badge
cake
lake
make
take
pale
male
sale
same
shame
blame
pane
lane
cape
tape
gape
drape

shape
scrape
hate
rate
plate
grate
skate
slate
gate
cave
brave
knave
gave
shave
wave
blaze
gaze
case
chase
phrase
bare
share
care
rare
square
pack
lack
tack
fact
chaff

camp
damp
lamp
tank
spank
dance
glance
chance
pant
plant
scant
grant
ranch
branch
range
strange
change
haste
paste
bathe
scratch
catch
latch
bath
path
cash
crash
clasp
past
last
hard

lard
park
lark
snarl
harm
farm
barn
yarn
cart
chart
garb
harp
large
charge
all
ball
wall
salt
malt
sang
rang
clang
sprang
gang
and
hand
land
stand
strand
sand

"E" Sounds and Words

E/e sounds	
eb	ebe
ec	ece
ed	ede
ef	efe
eg	ege
el	ele
em	eme
en	ene
ep	epe
es	ese
et	ete
ev	eve
ex	
ez	eze
ek	eke
er	ere

E Words

ebb
red
Ned
fed
fled
bed
sled
egg
leg
Meg
gem
hem
ten
pen
men
yet
let
set

next
when
theme
these
eve
Pete
peck
neck
check
edge
ledge
sledge
left
sell
cell
tell
yell
jell
well

self
shelf
hemp
tempt
bend
when
lend
trend
sent
cent
scent
went
bent
lent
wreck
tenth
where
bench
wrench

fence
hence
kept
slept
depth
less
yes
chess
mesh
guess
flesh
west
best
quest
Beth
her
herd
jerk

"I" Sounds and Words

I/i sounds

it	ite
ib	ibe
ic	ice
id	ide
if	ife
ig	ige
ik	ike
il	ile
im	ime
in	ine
ip	ipe
is	ise
iv	ive
ix	
iz	ize
ir	ire
ick	iss
ich	ist
ict	ith
idge	itch
ift	ird
irl	irm
ill	irt
ilt	irp
ince	irst
inge	irth
inch	īld
int	īnd
imp	ind
impse	ink
ish	ing
isk	

I Words

hit
bit
flit
pit
sit
sip
skip
lip
slip
clip
chip
drip
trip
his
hiss
kiss
miss
did
hid
lid
cliff
dig
bill
hill
pill

trill
fill
bib
rib
bin
fin
sin
pin
him
Jim
mice
rice
slice
mile
smile
file
rise
wise
trim
hire
mire
fire
sire
wire
dire

bite
white
site
quite
snipe
ripe
hide
side
life
strife
ridge
bridge
Mike
like
hike
hive
live
dive
drive
bribe
mine
thine
dine
fine
line
swine

scribe
time
fringe
sick
quick
Dick
trick
prick
lint
hint
mint
sift
lift
drift
sink
drink
think
pinch
chintz
with
rich
which
prize
hitch
pitch
ditch

dish
wish
fish
mist
wrist
milk
silk
since
mince
prince
risk
whisk
limp
glimpse
crisp
lisp
wisp
fix
six
strict
guise
guilt
quilt
sir
stir

dirt
flirt
bird
first
third
firm
chirp
shirt
squirt
birch
birth
mirth
wind
wild
child
mild
kind
find
sing
ring
fling
thing
swing
spring
bring

"O" Sounds and Words

O/o sounds

ob
oc
od
of
og
ok
ol
om
on
op
os
ot
ov
ox
oz
or

ock
odge
omp
ompt
ond
osh
ōld
ōlt
ōst
otch
ong

obe
oce
ode
ofe
oge
oke
ole
ome
one
ope
ose
ote
ove
oze
ore

orch
ord
orge
ork
orm
orn
ort
orth
oft
oss
ost

O Words

cob
knob
sob
snob
pod
God
glob
dog
hog
frog
fog
doll
Tom
Don
hop
mop
pop
drop
stop
hot
not
clot
trot
fox
box
robe

probe
rode
joke
poke
hole
mole
home
dome
Rome
tone
zone
stone
hope
rope
slope
those
chose
nose
go
lo
note
quote
wrote
cove
rove
strove

froze
for
fore
snore
store
block
stock
sock
lock
gosh
pomp
prompt
pond
fond
bond
dodge
lodge
porch
torch
Ford
cord
forge
fork
cork
storm
form

born
corn
torn
short
fort
sport
north
Scotch
notch
colt
bolt
hold
told
most
post
song
long
gong
soft
boss
toss
loss
lost
cost
frost

"U" Sounds and Words

U/u sounds

ub	ube
uc	uce
ud	ude
uf	ufe
ug	uge
uk	uke
ul	ule
um	ume
un	une
up	upe
us	use
ut	ute
uv	uve
ux	
uz	
ur	ure
uck	uch
uff	utch
uft	ush
ulch	ust
ulge	unce
ulk	urb
ull	urch
ulp	urf
ulse	urge
ump	url
und	urn
unk	urst
unt	urt
unge	urve
unch	ung
udge	

U Words

hut
but
shut
cup
cut
nut
bud
mud
cuff
hug
bug
rung
dull
gull
pull
full
tub
cub
pulse
plunge
urn
run
spun
fun
pun
sun
hum

sum
must
crust
gust
dust
junk
bunk
hunk
hump
mule
chunk
drunk
skunk
trunk
sunk
cure
sure
pure
cube
cute
crunch
lunch
bunch
punch
scrunch
dupe
use
fuse

rule
dude
surge
curve
huge
gulch
fume
duke
tube
tune
fund
hunt
grunt
tuck
luck
truck
cluck
Duz
tux
dunce
grudge
judge
fudge
bulge
bulk
pulp
June
jump

bump
jug
purr
blur
slur
turn
burn
lurch
church
puff
much
such
clutch
curb
curl
surf
hurt
burst
rush
hush
tuft
sung
rung
swung
lung
buzz
fuzz

"Y" Sounds and Words; Words with Vowel Digraphs

When Y is a vowel, it is pronounced Ī or like the y in party.

Ī	i		
by	system	party	happy
fly	nymph	newly	baby
sky	gym	nicely	truly
why	cylinder	hardly	
typing	bicycle	hardy	
dying			

Words with vowel digraphs:

ay (ā): day, say, may, bay, play, gray, sway, spray, tray, stay
ai (ā): ait, ain, aim, ail, aise
oa (ō): oat, oan, oaf, oax, oak, oach, oal, oap, oam, oast
ee (ē): est, eel, eep, eech, eese, eece, eed, een, eeg, eem

Read these words: wait, paint, pain, claim, pail, raise, boat, loaf, soak, goal, loan, foam, coax, coach, coast, boast, moan, groan, sleet, sleep, geese, need, beef, see, fee, feel, speech, fleece, green, seen, seem.

ea has three sounds:

ea (ē): beat, beak, leaf, read, ear, leap, seal, bean, dream, dear, tease, each, cream, beast, bead, leave, yeast, cheat, clear;

ea (e): read, dead, wealth, threat, meant, head, tread, spread, lead, meadow, dread, thread, health, instead, leather, weather, feather;

ea (ā): great, bear, steak, tear, break, pear, wear

ear sometimes says er: earn, learn, heard, earl

oe (ō): toe, hoe, goes, toes, foe
ow (ō): low, snow, thrown, bow, bowl, tow, grown, show, grow, flown
ie (Ī): pie, skies, die, tie, cries, fries, flies, died, tries, fried
ie (ē): chief, niece, field, piece, relief, fiend, belief, yield, shield, grief, achieve, believe, shriek
igh (Ī): nigh, night, fright, sigh, light, might, high, sight, flight, right, slight, bright
eigh always says ā: eight, weight, freight, neighbor
cei always says sē: receive, ceiling
ei or ey says ē or ā: they, obey, convey, vein, veil, key, monkey, either, neither

Special Vowel Sounds

ow: cow, how, now, bow, plow, row, down, town, owl, frown, growl, prowl, howl, crowd
ou: out, our, shout, ground, house, hour, spout, sound, mouse, mouth, round, flour, loud, cloud, pound, south

aw: paw, saw, raw, claw, drawn, shawl, crawl, lawn
au: haul, fault, cause, pause

oi: oil, boil, soil, join, coin, point, joint, void, voice, noise
oy: boy, boys, toy, joy, oyster

o͞o: room, stool, school, food, toot, too, do, to, poor, moor

ew: chew, shrewd, knew, grew, brew

ue: true, clue, due, glue, Tuesday
ui: fruit, suit, pursuit, recruit

oo: look, took, book, hood, wood, foot
u: put, pull, full

Odd ways of writing some consonant sounds: (silent first letters)

kn: know, knew, knee, knife
wr: write, wrote, wrap, wreath, wretch, wrong, wry, wrench
gn: gnaw, gnat, gnome, gnash Also: sign, align, reign, feign

rh: (r): rhythm, rhyme, rhetoric, myrrh, rhinoceros, rhubarb
gu: (g): guard, guild, guilt, guess, guest, guarantee
ph: (f): phone, graph, telegraph, phonics, phonograph, phrase
gh: (f) in: tough, cough, rough, trough, enough, laugh
(g) in: ghastly, ghost, aghast
(silent) in: caught, thought, eight, dough, night, ought, light, sleigh, bought, brought, thought, through, straight, thorough, neighbor

Words ending in le: able, table, rabble, circle, uncle, bicycle, paddle, ladle, handle, rifle, trifle, cuddle, gargle, wiggle, struggle, tackle, twinkle, sparkle, apple, maple, steeple, little, battle, turtle, puzzle, sizzle, dazzle

The sound sh is spelled in five ways:

sh: she, shoot
ti -tion: nation, education, attention, vacation, transportation
-tial: initial, partial
-tious: cautious captious
si: mission, pension, session
ci: special, facial, precious, gracious, sufficient, deficient
ch: machine, Chicago

"Ch"; A Spelling Rule: Homonyms; Regular Irregularities

ch has three sounds:

(ch): church, child
(sh): machine, Chicago
(k): school, ache, chrome, Christmas, scheme, stomach, chronic, chrysalis, chrysanthemum

The sound ch is spelled two ways:

ch: church, chicken
tu: nature, future, actual

A Spelling Rule

1. When a word ends in e, drop the e before adding "ing," "er," or "ed"
2. Before adding ing, ed, or er to a one syllable word with a short vowel, double the last consonant to keep the vowel short.

pine	pining	pined		hope	hoping	hoped
pin	pinning	pinned		hop	hopping	hopped
dine	dining	diner	dined	swim	swimmer	swimming
din	dinning	dinned	dinner	hug	hugged	hugging

Homonyms

their	there	one	won		sight	site	
no	know	blue	blew		to	too	two
wait	weight	pair	pear		vane	vein	vain
heal	heel	whole	hole				
new	knew	write	right	rite			

Regular Irregularities

wor generally says (wer): word, work, world, worst, worms, worth
er says (air) in some words: there, where, herring, very, ceremony
ir says (ear) in some words: irrelevant, irritate, irradiate

Unaccented suffixes have short vowel sounds

ain: captain, Britain, certain, fountain
age: baggage, manage, advantage, damage
ive: active, effective, detective, defective
ous: famous, marvelous, dangerous, mountainous
ine: examine, imagine, engine, discipline

Common Words with Unusual Spellings; Dividing Words into Syllables;

A Test

1. Short vowels instead of long:
   some, come, love, glove, have, live, give, were, are, done, again, been, does, said

2. Different vowel sounds from what you expect:
   many, any, what, carry, four, you, your, marry, do, to, into, move, prove, pretty

3. Find the silent consonants:
   isle, island, salmon, whistle, limb, comb, lamb, climb, bomb, calm, doubt, debt, often, palm, psalm, answer, yacht, hour, two

4. Just strange:
   one, once, eye, woman, women, of, could, should, would, walk, talk, chalk

Dividing Words into Syllables

1. We divide after the vowel when it is long as in rā-dio;

2. We divide after the consonant following a vowel if the vowel is short, as in cab-inet

A Test

These are groups of two and three words that were confused and misread by high school and college students. You should read them all perfectly.

burnt
brunt

Turk
truck

spurn
prunes

fervent
frequent

perhaps
prevent

girl
grill

star
rats

warp
wrap

form
from

silver
sliver

slit
silt

spilt
split

thorn
throne

ruckus
sucker

grid
gird

cold
clod

plot
pilot

flout
fault

flatter
falter

remained
remnant

angle
angel

sown
snow

plane
panel

pallor
plaver

shirt
skirt

pleat
pelt

formerly
formally

stilt
slit

stride
stirred

not
ton

smile
simile

sheep
sleep

quite
quiet

glide
gild

swarm
warms

guard
gradual

blot
bolt

diary
dairy

diet
deity

shoulder
soldier
solider
solder

united
untied

palm
lamp

slave
salve

scared
scarred
sacred

Instruction in Word Study in the Senior High School

Guy L. Bond and Stanley B. Kegler

Instruction in word recognition at the high-school level should give emphasis to the more rapid word-recognition techniques, such as structural analysis of words. Those methods which not only aid in identifying words but also in giving clues to their meanings should be taught. Experience with prefixes and suffixes and instruction in which these elements alter the meanings of root words should be emphasized. The students should also be taught to notice authors' definitions of words as aids to word recognition and vocabulary development. The use of context clues as a means of appraising semantic variations and overtones of words needs emphasis. The word-study techniques developed at the high-school level should be those that permit rapid recognition of words and also aid in providing precise, vivid, and comprehensive meaning of words. These techniques are of such importance in increasing reading stature that they should be taught systematically in a basic reading program as well as in reading situations related to the content fields and to other fields associated with the literature program.

From: National Society for the Study of Education, Development in and Through Reading, 60th Yearbook, 1961, Part I.

Helping Students Analyze the Structure of Words[1]

I. When a student confuses one word with another:

Example: He calls construct constrict - write the two words underneath each other on the chalkboard, have the student underline the different part in each word, and have him then pronounce each word carefully. If he continues to have difficulty, have him differentiate between two very familiar words: truck and trick. (However, see that he notices difference in endings here.)

II. When the student cannot solve a word by himself:

Example: sledge

Ask: Do you know a word that begins with the same two letters? (slip)

Ask: Do you know a word that is spelled like the last four letters? (edge)

A student may solve this word in an unorthodox way, seeing sled, adding the soft g, and knowing that the final e is silent.

III. When a student forgets the sound a letter or a combination of letters makes, he should have a way of finding out for himself:

Example: He meets the word phantasm, knows that ph is sounded as one thing, but forgets what the sound is.

Ask: What two or three words do you know that contain those letters? He thinks of

elephant orphan photo

Have him say and listen to those words, listening for the common sound in the ph part of the words.

Ask: What is the sound? (He sounds f.) He can now either divide the word into syllables (phan-tasm) and figure that phan is fan and tasm ends like chasm, or he can luckily notice the end of elephant, and think phant-asm. This is not according to the best of rules but certainly does the trick.

IV. When a student forgets the meaning of a certain part of a word, he can regain the meaning by the same inductive method.

Example: He meets pathology. He remembers that bi-ology is the study of living things and zoology is the study of animals. He concludes that pathology is the study of something. (He is on the right path.)

V. Solution of a strange word form should ordinarily proceed from a study of large structural units to smaller ones.

Example: nurseryman. If the student immediately sees that the word is a compound, made up of nursery and man, his solution of form is completed.

Example: configuration. If the student recognizes the prefix con, the root figure, and the common suffix -ation, he need go no further.

Example: basement. If the student recognizes base and the suffix ment, his work is finished.

VI. However, many words require partial or complete solution by observation of smaller units.

These require phonetic attack:

Example: slake sl-ake

The student has to think of the sl sound, remember the rule that a word may end in silent e preceded by a long vowel (a), and blend the sounds: slake. Of course, an occasional student will merely add s to lake, s-lake. However, he is taking chances, because he can't do this successfully with a word like there (t-here!).

Example: neurosis. The student sees nothing familiar in this word; so he divides it into syllables. He sees that this word has three vowel sounds in it:

eu, pronounced like ew
o, and i.

He sees that there are single consonants (r and s) standing between the vowels. Therefore, he puts those consonants with the following syllables rather than the preceding ones. He is following the rule that a single consonant goes with the second syllable. He divides the word: neu-ro-sis.

He further knows that a syllable which ends in a vowel can be long in vowel sound. That is, ro is "r-long o." And a syllable which ends in a consonant contains a short vowel sound. That is, the i in sis is short. Then he sounds the word: new-ro-sis. Since a long vowel is more likely to get the stress than a short vowel, he puts the emphasis on the second syllable: neu-ro'-sis.

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[1] Used with the permission of Dr. Constance M. McCullough, Reading Consultant to the San Francisco Unified School District.

STAGES OF PROGRESS IN ANALYZING THE STRUCTURE OF WORDS

First Stage: Simple inflected, compound, and derived forms of known roots that can be analyzed by:

(1) identifying root words and inflectional endings as meaning units	Inflected forms	He walks to school with his friends. The cat ate the dog's food. She washes the dishes. We were playing ball when Mother called.		
	Compounds	I lost my raincoat on the playground.		
(2) identifying root words and suffixes as meaning units	Derived forms	It was a rainy day. She spoke softly. The farmer drove to town.		
(3) identifying the root in an inflected or derived form in which the spelling of the root changes	Inflected forms	bigger earliest baking	Derived forms	muddy busily driver

Second Stage: Derived forms of known or unknown roots that can be analyzed by:

(1) identifying prefixes and root words as meaning units	Prefixes	I was unable to unlock the door. It is impossible to cut the grass in an hour. A person who steals is dishonest.
(2) recognizing the grammatical function of suffixes as an aid to meaning	Suffixes	We publish books for children. (verb) I am a publisher of children's books. (noun)

Third Stage: More complex derived forms of words that can be analyzed by:

(1) identifying affixes in terms of meaning or function	"Negative" prefixes	incomplete irregular illegal imperfect unconscious disapprove nonstop	Noun-forming suffixes	interpreter translator darkness settlement suggestion performance existence growth
(2) recognizing a root common to many derivatives in which pronunciation changes may occur	colony:	colonial, precolonial, colonist, colonize, colonization		
	divide:	division, subdivision, divisible, indivisible, divisor		
(3) using position of words in sentences and word endings as clues to meaning		The friendly girl spoke kindly to the stranger. She works as an assistant; she is an assistant clerk. We watched the rehearsal of the musical comedy.		

A GUIDE TO VOCABULARY MATERIALS IN COMMONLY USED TEXTBOOKS

Gainsburg, Joseph C. ADVANCED SKILLS IN READING, Book 1. New York: The Macmillan Company, 1962.

There is an excellent Teacher's Guide for this book. The chapters are self-contained and could be taught in a different order. The book would be most suitable for a slightly below average high school class. Specific chapter references are:

Chapter 3	"Understanding Words through Context"
Chapter 4	"Meaning through Word Parts"
Chapter 14	"Using the Dictionary"

Monroe, Marion, et al. BASIC READING SKILLS FOR HIGH SCHOOL USE. Chicago: Scott, Foresman, and Company, 1958.

The vocabulary sections are scattered throughout the book. Although the exercises themselves are fine, they require much teacher explanation for the directions. It is recommended that the vocabulary work in this book be presented first, rather than in the format given in the book, and that it be presented in this order:

Level I Basic Vocabulary Skills

Word Analysis (Phonetic)	p. 50
Word Form and Meaning	p. 17
Word Analysis (Structure)	p. 70
Context Clues	p. 40

At this point, the comprehension sections on p. 61, 7, 26, and 77 should be done.

Level II Slightly Advanced Vocabulary Skills

Word Analysis (Phonetic)	p. 84
Dictionary Skills	p. 104
Word Analysis (Structure)	p. 124
Word Analysis (Phonetic)	p. 147

The remaining comprehension work may be done according to the needs of the class.

This text is best used with below average students.

Pooley, Robert C., et al. VANGUARD. Chicago: Scott, Foresman and Company, 1961.
GALAXY. 1963.
(Tactics in Reading I is a set of boxed exercises accompanying VANGUARD; Tactics in Reading II accompanies GALAXY.)

The anthologies in this series are deisnged to appeal to the reluctant reader. Specific skills are taught more directly in the HANDBOOK OF READING section at the end of books and through the Tactics in Reading Exercises; these skills are, however, part of the question sets at the end of each reading selection. The specific references are:

VANGUARD

Word Attack p. 510-516
Tactics in Reading Exercises I, Cards 4-20.

Word Families p. 559-567
Tactics in Reading Exercises II, Cards 45-57.

GALAXY

Word Attack Review p. 513-523
Tactics in Reading II, Cards 4-15

Figurative Language p. 540-549
Tactics in Reading II, Cards 25-38.

Practical English (magazine) issued weekly

The vocabulary features in this magazine include practices for almost all levels of students. The Crossword Puzzle provides for extending vocabulary knowledge; the Word to the Wise column is excellent material for teaching structural analysis on a more difficult level; the Context-a-Word page gives practical opportunities for applying this vocabulary skill. In addition, several vocabulary lessons are included in the year's developmental reading program which is a feature of the magazine.

Reader's Digest (Educational Edition) issued monthly

Each issue contains a four page section, Improve Your Word Power, which is set up to encourage finding the meaning of words from context. The four pages contain increasingly more difficult words.

Science Research Associates, READING LAB IIIa and READING LAB IVa.

The teacher who uses these may direct vocabulary growth by consulting the Teacher's Manual to see which folders stress which vocabulary skills. The students may then be directed to those folders which contain exercises they need.

The specific references are:

READING LAB IIIa, Teacher's Handbook, pp. 54-55.

READING LAB IVa, Teacher's Handbook, pp. 107-113.

Each of these handbooks contains a chart which shows how the different vocabulary skills are distributed throughout the colors and folders in that Lab.

Shefter, Harry. FASTER READING SELF-TAUGHT. New York: Washington Square Press, 1960. (paperback)

Chapter IX in this book provides a mature level of training and challenging exercises to be done individually.

Simpson, Elizabeth A. BETTER READING BOOKS. SRA, Revised, 1962. Book I (fifth-sixth grade level); Book II (seventh-eighth grade level); Book III (ninth-tenth grade level).

In the revised edition only, each selection is followed by ten comprehension questions and ten vocabulary questions which require the students to select the best contextual meaning for each word.

Smith, Nila B. BE A BETTER READER. Englewood Cliffs, New Jersey: Prentice-Hall, 1959-1961. Books I through VI.

Books I, II, and III present vocabulary skills as an integral part of each theme centered unit. These three books are best used with below average readers.

Books IV, V, VI have a separate vocabulary skills chapter as the last chapter in the first section of the book. If the teacher so wishes, there is no reason why this chapter could not be done early in the course. In addition, each of the content area chapters in the second section of the book has a separate subject matter vocabulary exercise at the end of the chapter. Books IV through VI are best used with average and above average readers.

Stone, Clarence R. EYE AND EAR FUN, Book 4. St. Louis: Webster Publishing Company, 1946.

The workbook goes over the basic word attack skills very slowly and extremely thoroughly. This is only for those who are quite deficient in such skills.

Wood, Evelyn Nielsen and Barrows, Marjorie W. READING SKILLS. New York: Holt, Rinehart and Winston, 1958.

The book is composed of very short chapters with many practices. Those chapters which particularly apply to vocabulary skills are:

Chapters 7 and 8, which contain general vocabulary information, and

Chapters 10 through 17, which emphasizes structural analysis and phonetic skills.

Many of the reading workbooks, especially those used with average and above average students, will include work on vocabulary; it will, however, be part of the general exercises, rather than a separate section.

Additional note:

Several publishers have placed programmed materials in vocabulary on the market. Some of the most interesting of these are:

Coronet Learning Programs.
VOCABULARY GROWTH: DIVIDE AND CONQUER WORDS.
Learning, Inc., 1963.

Markle, Susan M. WORDS, SRA, 1962.

Taylor, Stanford, et al., WORD CLUES. Books 7-13.
EDL, 1960-62.

A quick glance at a paperback book counter will show the reader the number of do-it-yourself vocabulary volumes. Some of these can be quite valuable for home study by the serious student, but the particular book should be chosen for its relationship to the student's vocabulary level and skill needs.

BIBLIOGRAPHY FOR TEACHER REFERENCE ON VOCABULARY SKILLS

Botel, Morton. HOW TO TEACH READING. Chicago: Follett Publishing Company, 1962.

Excellent explanation of how the basic reading and vocabulary skills may be taught.

Gray, William S. and Holmes, Eleanor. THE DEVELOPMENT OF MEANING VOCABULARIES IN READING. Chicago: University of Chicago Press, 1938.

Although this study is old, it is still pertinent. It contains a detailed explanation of studies on methods of promoting vocabulary growth. The book includes much material on subject matter vocabularies as well as on those skills contributing to vocabulary development.

Harris, Albert J. HOW TO INCREASE READING ABILITY. New York: David McKay, 1961.

Chapters XII-XV, p. 315-432, will give the teacher a complete and practical survey of this field.

Hoyman, Verna. AN EVALUATION OF METHODS OF TEACHING VOCABULARY IN THE SECONDARY SCHOOL. *Illinois English Bulletin*, November, 1961.

An easily understood comparison of the effectiveness of different methods of teaching vocabulary is given; also included are many practical suggestions for such effective teaching.

Kottmeyer, William. TEACHER'S GUIDE FOR REMEDIAL READING. St. Louis: Webster Publishing Company, 1959.

There is an extended, clear explanation of each word attack skill, plus many suggestions for basic remedial work at any age level.

National Association of Secondary School Principals, "Teaching Essential Reading Skills," in READING IN THE SECONDARY SCHOOLS, by Weiss, M. Jerry. New York: Odyssey Press, 1961. (pages 287-314).

This article abounds with practical and easily adapted exercises for developing vocabulary skills at all levels. The explanations are short and effective. Especially good suggestions are included for developing dictionary skills.

National Society for the Study of Education. READING IN THE HIGH SCHOOL AND COLLEGE. 47th Yearbook, 1948, Part II.

Segments of this yearbook are especially recommended for the explanation of advanced vocabulary skills.

Robinson, Helen M., ed. SEQUENTIAL DEVELOPMENT OF READING ABILITIES. Chicago: University of Chicago Press, 1960.

This is valuable for its analysis of the intellectual elements which contribute to vocabulary fluency and for the descriptions of effective vocabulary programs for grades ten through fourteen.

Russell, David H. CHILDREN LEARN TO READ. Boston: Ginn and Company, 1961.

Although this book is written primarily for elementary school teachers, the secondary school teacher can learn much about basic word skills from:

Chapter 9 "Building Meaning Vocabularies"

Chapter 10 "A Developmental Word Recognition Program"

Smith, Henry P. and Dechant, Emerald V. PSYCHOLOGY IN TEACHING READING. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961.

The treatment of perception and learning theory as related to comprehension and vocabulary skills is quite good and not too involved.

Strang, Ruth, McCullough, Constance, and Traxler, Arthur. THE IMPROVEMENT OF READING. (Third Edition). New York: McGraw-Hill Company, 1961.

Pertinent sections are:

Chapter 5, "Improvement of Reading in English Classes," which includes many examples of extending vocabulary skills;

Chapter 16, "Techniques in Word Recognition, Vocabulary, and Literal Comprehension," which concentrates on special word problems of readers and their remedies; and

Appendix A, which gives commonly used prefixes, suffixes, and roots.

Triggs, Frances O. IMPROVE YOUR READING. Minneapolis: University of Minnesota Press, 1942.

This contains an abundance of reasonably difficult exercises.